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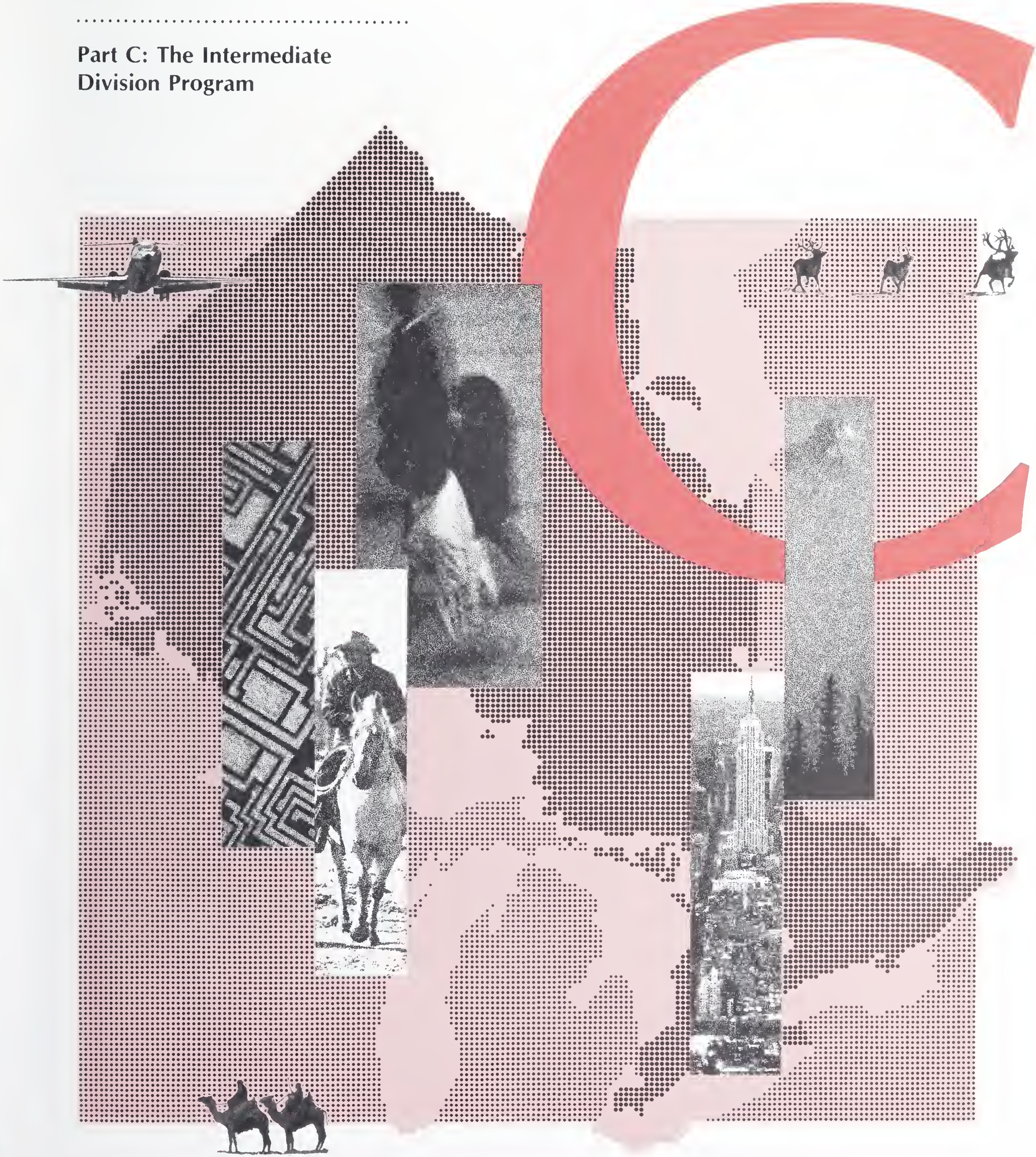
GEOGRAPHY

Intermediate and
Senior Divisions, 1988

Curriculum Guideline

Part C: The Intermediate Division Program



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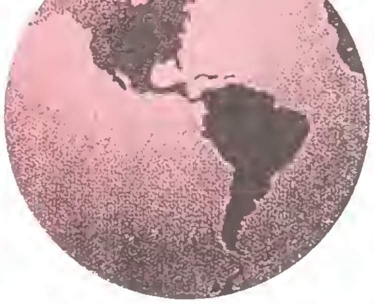

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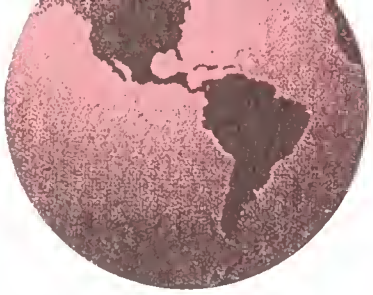
INTRODUCTION



The study of geography in the Intermediate Division involves an examination of people, their environments, and the interactions between them. Students entering Grade 7 in many schools in Ontario will have spent considerable time in the Primary and Junior Divisions investigating the home, school, neighbourhood, and community. They will have studied themes that have taken them farther afield to other parts of Ontario, Canada, and the world. The geography program for Intermediate Division students should build on the knowledge and skills that students have acquired in earlier grades, including the opportunities they have had to develop a personal value system.

In order to broaden their knowledge of the earth, students need to understand the patterns and processes that result from the interaction of people and their environments. This is no small task. The earth is enormously complex, with patterns and processes that are often obscured by vast amounts of detail. It is essential, then, that studies in geography have a definite purpose, maintain clear points of view, and promote concise thinking. Students must take an active part in the learning experience and should be involved in the planning, carrying out, and evaluating of the activities in which they are engaged.

Some studies in the Intermediate Division program allow students to examine broad patterns that have been selected from physical, cultural, and economic geography; other studies give students new insights into their own country, province, and community. All studies should be rooted in well-developed skills and should provide students with opportunities to gather information, to translate that information into formats that are easily understood, and to communicate the information to others. Students will find geography increasingly meaningful as they become competent in the use of geographic tools and exciting as they are able to use various graphic forms to communicate what they have learned.

Opportunities to achieve affective objectives are an important part of every unit. As an example, participation in worthwhile community projects can help students gain valuable insights into human nature and social realities. Programs that combine the acquisition of knowledge and skills with opportunities to develop and apply personal value systems present an ideal balance in geography.

The Intermediate Division geography program consists of the following courses:

Grades 7 and 8
Patterns in Physical Geography
Patterns in Human Geography

Grades 9 and 10
Geography of Canada
Geography of Europe and Asia

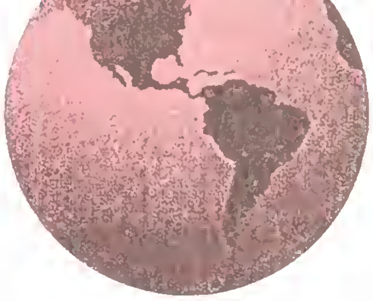
In most schools Patterns in Physical Geography will be offered in Grade 7, and Patterns in Human Geography in Grade 8. Some schools may prefer to alternate the two programs, offering one course for all Grade 7 and 8 students in one year and the second course in the following year.

Geography of Canada is a mandatory course. A Geography of Canada course based on the intent of this guideline meets the requirements for a credit in Canadian geography for the Ontario Secondary School Diploma (OSSD).

Geography of Canada may be placed in Grade 9 or 10. The course should be available at basic, general, and advanced levels of difficulty. Some schools may find it necessary to combine more than one level within a single class.

Geography of Europe and Asia is an optional course. It may be offered at one or more of the three levels of difficulty in Grade 9 or 10.

THE GEOGRAPHY PROGRAM IN GRADES 7 AND 8



Introduction

The geography courses for Grades 7 and 8 are intended to help students answer the following question: "Wherever people may live, how and why do they live as they do?" They arrive at an answer by studying and seeking explanations for patterns that are found across the surface of the earth.

Although physical characteristics, cultural features, and economic conditions are repeated over the surface of the globe, all places on the earth's surface are unique. While it is important for students to understand why selected areas of the world differ from one another, it is equally important for them to recognize that, when information is organized in specific ways, patterns revealing similarities may emerge. Both the search for patterns and the explanation of patterns are the task of the student. The teacher's task is to help students in the process, by facilitating their learning and ensuring that they develop towards maturity, building on the knowledge and skills they have already acquired in the earlier grades.

Program Objectives

Because Patterns in Physical Geography and Patterns in Human Geography are parallel in structure, the objectives of both courses are similar. These courses in geography shall provide students with opportunities to:

- identify characteristics of the physical and human environments at local, regional, and global scales;
- gain a framework of knowledge within which to place local, national, and international issues and events;
- learn about a variety of conditions on the earth's surface; ways in which people have adapted to, modified, and shaped environments; and the influence of physical and human conditions on social, political, and economic activities;
- explain the significance in human affairs of the location of places and the interactions among places;
- identify patterns that show the existence of order in the physical and cultural worlds;
- describe a number of the processes that produce physical and human patterns on the earth's surface;
- define tasks, locate appropriate information in efficient ways, organize information in logical patterns, reach valid conclusions, communicate information in effective ways, and derive satisfaction from the process and products of individual research (see Appendixes 1 and 2 in Part B of this guideline);
- develop skills in the use of tools such as maps, atlases, reference sources, photographs, charts, diagrams, and models, which are required for geographical studies and are widely applicable in other contexts (see Appendix 3 in Part B of this guideline);
- develop the ability to work independently and in groups for the purposes of research and discussion, respecting the rights and opinions of others, accepting the self-discipline necessary for achieving common goals, and carrying a fair share of the workload required to reach objectives;
- develop a positive self-concept;
- become aware of the importance of human attitudes and values in determining the use of the environment;
- relate their own social and economic needs and wants to those of others.

Course Organization

Patterns in Physical Geography	Patterns in Human Geography	Per Cent of Course
Section A: Core Units All of the following units are to be studied.	***Section A: Core Units*** All of the following units are to be studied.	
1. Our Community Is Unique	1. Patterns in Our Community	20–30
2. World Patterns in Physical Geography	2. World Patterns in Human Geography	20–30
3. Resources	3. Manufacturing	20–30
Section B: Optional Units One or two of the following units are to be studied.	***Section B: Optional Units*** One or two of the following units are to be studied.	
1. Environments in the News	1. People in Transition	15–30
2. River Systems	2. Movement: Migration and Mobility	15–30
3. Fragile Environments	3. Tourism	15–30

Major Planning Considerations

It is essential that reference be made to Parts A and B of this guideline in the planning or implementing of courses developed from this document.

The sequence of the sections in the "Course Organization" chart is to be taken only as a suggestion. Although it is expected that many courses will begin with a study of the local community and expand from there to encompass the world, teachers may change the order of the sections, the units, or the objectives that are listed for each unit. As well, although the courses have been divided into sections and units, the intent is not to segregate topics of study. Some teachers may wish to teach certain objectives listed under one unit by integrating them into the study of another unit.

Teaching-Learning Strategies

Parts A and B of this guideline provide teachers with considerable assistance in regard to strategies. Particular attention should be given to the section entitled "The Learning Process and Geographic Education" in Part A.

The development of effective teaching-learning strategies should begin with an understanding of the students in general and of their learning styles in particular. There are a number of learning styles, and every student has had a unique set of experiences. Successful teachers are sensitive to their students' needs, capabilities, and interests and provide a range of teaching-learning strategies to satisfy them. The cognitive-skills and the geographic-skills charts in Appendixes 1, 2, and 3 of Part B include suggestions for the development of teaching-learning strategies.

There are few if any techniques in any subject that have as high a motivational value as field studies. The subject comes to life when students have the opportunity to study "live" environments. With a unit in each course devoted to the study of the community, the opportunities to carry out field studies are countless. Field work could also be used to make several of the other units more meaningful. For example, the study of the features of a local river or stream, or a visit to a local factory, can help make the study of rivers or factories in far-off lands understandable and relevant to students.

Field studies may be carried out in a great variety of ways. The entire class, small groups, or individuals may be involved on separate occasions in observing and recording conditions in the local environment and then reporting their findings to the class or teacher.

Student Readiness

Most Intermediate Division students will study geography as a separate discipline for the first time. As a result their background and level of skill development in the discipline will vary considerably. Courses will have to be developed, skills objectives chosen, and strategies determined with this fact in mind. As well, the expectations for student achievement should be adjusted accordingly.

Attitudinal, Knowledge, and Skills Objectives

All courses shall include opportunities for students to attain those attitudinal objectives listed in the units to be studied. While the minimal knowledge objectives listed for each unit shall also be included in all courses developed from this guideline, some objectives need not be given the same amount of time and emphasis as others. Student interest and needs, as well as the significance of particular objectives, will help teachers determine how much time and emphasis to devote to each objective.

All unit descriptions provide extensive lists of skills that may be developed. These are derived from the cognitive- and geographic-skills lists for Grades 7 and 8 in Part B of this guideline. Teachers should exercise judgement to ensure that they select those skills objectives that are most appropriate for their classes. Some objectives can be achieved fairly quickly, but others will take considerable time and emphasis. Although they are listed separately, the skills may be clustered within lessons or units and, of course, must be integrated with the knowledge and attitudinal objectives.

Although most of the geographic and cognitive skills may have been introduced in earlier grades, it will be necessary to review as well as extend them throughout this course. Many of the skills objectives are not specific to one unit. Therefore, while an individual skill may be listed under one unit, it may be used instead in another unit or in several units for reinforcement purposes. Depending on the abilities and needs of their students, teachers may wish to add other knowledge or skills objectives to those listed for any particular unit.

Timing

Each course is designed to be taught in approximately 60 hours of scheduled class time. It is required that the minimum amount of instruction time for the social sciences (both geography and history) be 120 hours[1] for each of Grades 7 and 8. In some schools it may also be possible to use some of the time set aside for personal and practical studies to increase the time allotted to the social sciences.

The percentages given for the units of each section provide a range of scheduled time for planning purposes. Student interest, available resources, and the teacher's judgement will determine the specific time allotments for each section and unit within the range provided.

Student Assessment and Evaluation

Reference should be made to pages 27–28 in Part A and pages 15–16 in Part B of this guideline in regard to student assessment and evaluation. In particular, it is recommended that Grade 7 and 8 teachers refer to the suggestions entitled "Informal Techniques" on pages 15–16 in Part B.

As these two years are the first in which students study geography as a separate discipline, it would be extremely useful to make diagnostic assessments at the beginning of each course and from time to time as the courses proceed. A variety of formative evaluation techniques should be employed often, and the marks thus earned should determine a high percentage of the final mark. Since formative evaluation is most important at this stage of development, formal examinations are not required. If a school or board decides to opt for a formal examination or examinations, the marks earned in this way shall not exceed 15 per cent of the final mark.

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[1] See Ontario, Ministry of Education, *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACS): Program and Diploma Requirements* (Toronto: Ministry of Education, Ontario, 1984), subsection 3.4.

Patterns in Physical Geography

Policy and Planning Considerations

When planning or implementing this course, teachers shall refer to:

– Parts A and B of this guideline;

– the general introduction to this course provided in this document on pages 2–4;

– the major planning considerations provided in this document on pages 5–6.

Section A: Core Units

All of the following units are to be studied:

1. Our Community Is Unique
2. World Patterns in Physical Geography
3. Resources

Each unit should be allotted 20 to 30 per cent of the time available for the course.

1. Our Community Is Unique
Every village, town, and city has physical features that, individually or in combination, make the local community unique. From their locations on a lake or bay, near a waterfall, along a river, on a flat plain, or within ranks of rolling hills one can identify such places as Sarnia, Kenora, Ottawa, Beamsville, Windsor, or Moosonee. The unique character of each community is in part a heritage from the physical geography of ages past. A local combination of the climate and landforms will also have resulted in a particular type of natural vegetation. One major purpose of this unit is to examine the geographical base of the local community, and another is to find relationships between physical and cultural factors.

In their studies students should look for answers to the following three questions:

– Where do we live?

– How does the environment affect where we live?

– How do we affect the environment?

Attitudinal objectives. Students shall be provided with opportunities to:

– establish a sense of belonging to the school community;

– continue to develop a sense of pride in being a citizen of the community, of Ontario, and of Canada;

– become aware that they satisfy their needs by using the resources of the community and region.

Knowledge objectives. Students shall be provided with opportunities to:

– know the location of the local community:
a) in relationship to other communities (relative location);
b) within patterns of physical geography as expressed in terms of the following: summer and winter temperatures, summer and winter precipitation (types, amounts), natural vegetation, soils, the drainage system (in relation to the presence of dominant landforms, such as lakes, rivers, rock outcrops, and marshlands), a grid system such as latitude and longitude;

– discuss answers to questions such as the following:
a) How might the area have looked 100 years ago?
b) What characteristics of the landscape would have been important to the people living here a century ago? Are those characteristics still important? Why or why not?
c) What industries use local resources now?
d) Why did people choose to settle in this region?
e) What attracts some people to this community now? What causes some people to leave?
f) What factors in all probability determined the site of this school?

– investigate the reasons for the existence of the physical geographic patterns of the immediate area;

– examine the ways in which its physical geography has affected the community, considering such aspects as the community's site; the presence or absence of industry based on natural resources and site and situation advantages; where people live; the transportation network; the effects that the physical geography has had on house construction, road patterns and construction, energy consumption, and recreational facilities;

– recognize the important information that is conveyed about a region by statements such as the following:
a) Frost-free days on average number 110.
b) Average precipitation is 620 mm of rain and 230 cm of snow.
c) A large tract of flat land lies to the east of the town.
d) Much of the area has rolling hills with many small lakes and ponds.

– identify ways in which people can improve or degrade the environment, for example, through drainage projects; deforestation and land clearing; reforestation, conservation, and preservation; planned urban expansion; construction (e.g., of buildings and transportation facilities);

– identify examples of the ways in which weather extremes affect the community;

– know the meaning of terms such as *site, situation*, and *geographic pattern*.

Skills objectives. Students shall be provided with an appropriate selection of the following skills objectives. Depending on the skills selected, they shall be provided with opportunities to:

– find useful sources of geographic information about the community (e.g., maps, statistics, photographs, newspapers, and the audio and visual resources of the library; personnel from planning departments of municipalities or from industries);

– with teacher assistance, identify and summarize the main ideas and the supporting ideas in the information gathered;

– retrieve information, using the organizational features of books (e.g., title page, table of contents, index, date of publication, glossary, appendixes, map and illustration lists) and atlases (e.g., date of publication, table of contents, appropriate maps for specific tasks, gazetteer, statistical information, glossary);

– relate the information they find to the patterns of physical landscape present in the community and region;

– use simple sketches and maps to describe accurately features of the landscape and the ways in which they have combined to influence the people of the region;

– use the distance chart or the local distance method on a road map to complete a transportation rose (distance and direction) for the community in relation to several large cities in both Canada and the United States;

– relate distance and time to travel;

– relate compass directions to parallels of latitude and meridians of longitude;

– determine the latitude and longitude of the community; list five major cities in the northern hemisphere that lie farther north and five that lie to the south; list the countries in the world through which the major meridian of longitude closest to their community crosses;

– use general directions to describe such features as the flow of a river (e.g., easterly), the trend of hills (e.g., northeast to southwest), and the path of a storm (e.g., west to east);

– use a grid reference system to locate places (e.g., the letter and number grid commonly found on road maps);

– locate their home community, their county or district, Ontario, and Canada on a globe and on a variety of maps;

– use thematic maps to locate the community within the context of physical geography, including features such as the physiographic region, relief, the average January and July temperatures, growing degree days, natural vegetation, frost-free days, annual precipitation, and annual snowfall;

– using a local example, trace a river from its source and determine the approximate extent of its drainage basin;

– draw simple sketch maps to highlight information found in both field and map studies;

– interpret or draw a climate graph for their community;

– locate extreme climate and weather conditions of the community (or the nearest weather station);

– compare the landscape of the community or region over time, using techniques such as time lines, photographs, and comparison chart organizers.

2. World Patterns in Physical Geography

Patterns develop for many reasons. The search for patterns and the interpretation of them are important aspects of geography. The patterns not only provide answers to the questions "Where?" and "Why?", but they also reduce the need for repetitive studies of similar conditions. Once a place has been located within a particular physical pattern, it is possible to make generalizations about its character.

Atlas maps show patterns of geology, landforms, climate, oceans, and continents. For example, climatic maps may show patterns of temperature and precipitation at specific times of the year, types of precipitation, and air masses; landform maps may highlight zones of the earth's crust that are stable or unstable and zones that are hospitable or inhospitable to human activities.

Two or more patterns in physical geography should be investigated on a global scale in this unit. A typical study will lead students through a sequence such as the following:

– understanding clearly the feature or condition under study

– recognizing its pattern as outlined on a map

– tracing the pattern from one region of the world to another

– mapping or sketching the pattern

– explaining why the pattern exists

– suggesting how the pattern has influenced human activity

Attitudinal objectives. Students shall be provided with opportunities to:

– appreciate the variety and beauty of physical landscapes;

– undertake tasks on their own initiative.

Knowledge objectives. Students shall be provided with opportunities to:

– identify several examples of patterns formed by features or conditions in physical geography;

– study the characteristics or nature of at least two features or conditions of physical geography;

– learn the location and extent, on a global scale, of the pattern of these two features of physical geography;

– investigate how human activities are affected by these patterns;

– investigate for one of the maps used in the study:
a) how the data might have been assembled;
b) the categories chosen by the map maker for the data;
c) the types of symbols used to show the information.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– identify a physical pattern on a map, photograph, or remotely sensed image;

– use an organizer (e.g., correlation) to inquire into a pattern (e.g., Why is there a pattern of rain forests straddling the equator?);

– with teacher assistance, record the main and supporting ideas in the information and determine whether the information helps to explain the pattern;

– discuss the practical uses of the conclusions reached in the study;

– develop an understanding of long distances, such as the ones cited in these examples:
a) The east-west distance across Canada is more than 5000 km.
b) Mount Everest is 8848 m high.
c) The Mindanao Trench is more than 9000 m deep.

– use two types of map scale:
a) statement scale;
b) bar scale (or linear scale);

– use cardinal and intercardinal (intermediate) directions in giving locations;

– relate the directions "east" and "west" to the earth's rotation;

– use the following directions correctly:
a) up and down, referring to altitude;
b) to and from, referring to travel;
c) north, south, east, and west for compass direction;

– relate map layer tints to legends to determine landform elevations and water depths;

– glean specific information from a number of maps;

– draw sketch maps to highlight information obtained from map studies;

– locate north on a globe and on all maps used in the unit;

– interpret thematic, physical, and climate-related maps;

– interpret line, vertical-bar, and horizontal-bar graphs;

– interpret climate-related graphs and diagrams;

– use climate graphs to describe seasons of the year at a number of locations.

3. Resources

One purpose of this unit is to examine resources to see how they are used to satisfy people's need for food and for raw materials for industry, housing, and consumer goods. Students should understand the following points:

– Natural resources are materials found in nature that are useful to people.

– Some natural resources are renewable. With proper conservation practices, new fish replace those caught; young trees replace those harvested; and farmlands produce crop after crop.

– Some natural resources are non-renewable. Petroleum, natural gas, silver, and copper cannot be replaced once removed from the ground. Some non-renewable resources are scarce or are not readily accessible.

– Knowledge is a human resource, because it enables people to put all other resources to use.

– The relative location of resources to markets and the competition from other products and from alternative suppliers are important factors in the economic viability of resources.

A second purpose of the unit is to examine resources within a specific environment in order to determine how they are used. Argentina, Australia, or New Zealand serves as the content base for the study. The resources to be studied have been limited to those that are farm-related.

It is not possible to study all aspects of the resources of a country within the confines of one unit. Teachers will need to narrow the choice of region and of resource. The following sample studies are examples of such a focus:

– sugar production in Queensland

– cattle or sheep stations in New South Wales

– agriculture of the pampas

– sheep raising on South Island, New Zealand

Attitudinal objectives. Students shall be provided with opportunities to:

– become aware of the importance of natural resources in their own lives;

– differentiate between needs and wants;

– empathize with workers in primary industries, who must often work under difficult and dangerous conditions and face technological or market changes and, in some cases, loss of their jobs;

– develop an awareness of the need for environmental balance and of the responsibilities of those involved in primary industries to maintain that balance.

Knowledge objectives. Students shall be provided with opportunities to:

– know the meaning of the following terms associated with the unit: resource, environment, primary industry, renewable resource, non-renewable resource;

– understand how location can affect the value of a resource;

– understand why seasons in the southern hemisphere occur at opposite times to those in the northern hemisphere;

– study the following for the region of the country examined in the sample study: landforms, drainage pattern, climate (precipitation and temperature patterns), natural vegetation, water resources, typical animal life (native and introduced), types of agriculture, typical agricultural products, environmental advantages or disadvantages for agriculture;

– study the following for the agricultural product selected for study: the yearly routine followed by the farmer or rancher, relationships between climate and the product produced, environmental problems faced by producers, typical size of property and system of ownership, annual output, reasons for ability to compete on world markets, world share of commodity produced by this country, typical markets, the route that brings the product to Canada (if applicable), locations of similar environmental conditions elsewhere in the world;

– learn the relative location of the region studied with respect to its trading partners and its competition from other countries.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– understand the relation between the earth's revolution around the sun and the seasons;

– orient one map to another map;

– use an atlas (and its parts) efficiently;

– find a place, given its latitude and longitude;

– locate the country selected for study within a variety of world patterns, for example, type of government and memberships in world organizations; population (numbers, distribution, urban/rural ratio); population characteristics as expressed in data such as population density, birth rate, and death rate; living standards as expressed in data such as socio-economic ranking and literacy; economy as expressed in data such as gross national product (GNP) per person and agriculture as a per cent of GNP;

– locate the region selected for study on maps that show continental patterns, such as landforms, drainage, climate, natural vegetation, and water resources;

– draw sketch maps to highlight information found in the sample study;

– complete a circle calendar to illustrate relationships between the environment and the rhythm of work on a farm, ranch, or station;

– interpret maps that show flow;

– construct and interpret vertical-bar, divided-circle, and climate graphs;

– determine the rank order of countries involved in the production of an agricultural product;

– discuss the importance of natural resources to their own lives by identifying the natural resources used to produce ten common products, including foods, transportation equipment, recreational equipment, and construction materials.

Section B: Optional Units

Teachers are to choose one or two units from the following:

1. Environments in the News
2. River Systems
3. Fragile Environments

Each unit chosen should make up 15 to 30 per cent of the course.

1. Environments in the News

Volcanic eruptions, earthquakes, hurricanes, tornadoes, floods, avalanches, mud slides, inundation from ocean waters, and forest fires are all examples of natural disasters that have taken human lives and property over the centuries. These events are widely reported by newspapers, radio, and television. The intent of this unit is to examine the characteristics of any two environments where natural disasters have occurred. The examples should be drawn from two continents and from regions where many people live. They might be based on current or recent events or on a natural disaster that struck the local community.

Students should investigate measures that people have taken to reduce the possibility of damage from the world of nature. Consideration should be given to the reasons why people continue to live in disaster-prone areas.

Attitudinal objectives. Students shall be provided with opportunities to:

– consider as individuals, or as a class, ways to assist people caught up in a disaster;

– develop a respect for the powers of nature;

– become aware that environments can be both benevolent and terrifying.

Knowledge objectives. Students shall be provided with opportunities to:

– investigate examples of regions where natural disasters have taken place;

– examine the extent of the damage incurred in specific disasters;

– understand the physical background or set of conditions that leads to inundation by ocean waters, to a mud slide, or to some other disaster;

– study the causes for the patterns of occurrences of physical phenomena such as earthquakes, tornadoes, and tidal waves;

– investigate the ways used to measure the intensity of earthquakes and hurricanes;

– identify the ways used to reduce or contain the effects of flood waters, forest fires, or avalanches.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– generate a list of questions on a specific disaster or on a disaster-prone area and select those questions for study that would best enable them to understand the situation;

– use an appropriate type of organizer (e.g., correlation);

– use key-word searches of information banks to find information on specific disasters;

– use back issues of newspapers and magazines to find information;

– distinguish between information that is factual and that which is opinion;

– compare accounts of the same event from different sources;

– trace the route by which reports of a news event (e.g., an earthquake in a distant country) reach our living rooms on the same day on which the event occurs;

– use a variety of maps, especially the types that appear in newspapers and magazines;

– interpret diagrams such as field sketches (used to show the effects of a specific disaster) and special-purpose diagrams (used to show the reasons for a disaster such as a mud slide);

– determine the best graphic form for describing damage or loss of life in a natural disaster;

– write a description of the aftermath of a hypothetical or an actual disaster as seen through the eyes of a survivor or a reporter on the scene.

2. River Systems

During the course of a year it is useful to select one content base that reflects the uses made of a resource that is found in many places. This unit looks at the significance of rivers – a physical feature that exists around the world and that is used for a variety of purposes.

Students should first study a *local* river basin and subsequently *two* other river basins, each on a different continent. Each river should flow, for much of its length, through a different environment than the others studied. Examples of river basins should be chosen from the following categories and examples:

– a tropical rain-forest environment (e.g., the Amazon, Zaire [Congo], or Mekong)

– an arid environment (e.g., the Nile, Indus, or Colorado)

– a cold environment (e.g., the Yukon, Ob, or Lena)

For each river, students should describe:

– its physical characteristics and those of its basin;

– the uses made of the basin;

– the uses made of the river;

– unique features or events associated with the river.

Attitudinal objectives. Students shall be provided with opportunities to:

– recognize the dependency of individuals and groups on one resource;

– recognize the need to share resources such as water;

– develop a sensitivity to the rights, opinions, and concerns of others.

Knowledge objectives. Students shall be provided with opportunities to:

– understand why water is an indispensable resource;

– learn the following about each of the three rivers selected for study:
a) physical description: length, area drained, environment(s) in the basin, source, destination, rapids or waterfalls, river-mouth features;
b) description of the basin: boundaries of the watershed; formation of valleys, canyons, oxbow lakes, and deltas; other features of interest; economic uses;

– learn the meaning of terms associated with rivers, such as the following: river, watershed/divide, valley, estuary, deposition, tributary, river basin, levee, delta, erosion;

– understand why some rivers form deltas while others do not;

– study aspects of rivers, such as the following: the role of lakes and forests in maintaining a stable flow; the movement of a major surge in the run-off along a river's length; some measurements of rivers (e.g., rate of flow, pollution, volume, sediment carried);

– identify examples of conflicts over water use.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– identify a water-related issue, for example, one involving urban water supply or water quality, and describe the nature of the issue and the positions held by the individuals and groups involved;

– generate a list of questions on the nature of rivers and determine the quality of those questions;

– create an organizer to compare two or more river systems;

– find useful sources of geographic information, including almanacs, yearbooks, and books related to a specific topic;

– use a periodical index to retrieve information;

– with some assistance, identify the main ideas and the supporting ideas in information;

– summarize information in their own words, record the information according to the main and supporting ideas, and discuss conclusions that can be drawn from the comparisons they make;

– develop an understanding of large numbers, such as those contained in the following statements:
a) The Nile River is about 7000 km in length.
b) The discharge of the Mackenzie River in the month of July is 42 billion m^3.

– measure the distance between the source and the mouth of a river on a map and apply the distance to the bar scale of a map to determine its length;

– locate the same area on maps drawn to different scales;

– use general directions to describe the flow of a river or the trend of the landforms that make up the watershed;

– relate the course of a river to map layer tinting and thence to altitude or elevation;

– interpret maps classified by their construction as choropleth maps;

– interpret maps classified by their use as relief, physiographic, or political maps;

– draw horizontal bar graphs to compare river length or volume of water flow;

– create a data bank on twenty or more rivers;

– determine the rank order of the ten longest rivers of the world, or the ten with the greatest annual discharge;

– describe the best mode for conveying information about the volume of water carried by two or more rivers;

– associate river flows with climate by interpreting climate graphs of the region through which a river flows;

– construct models or draw diagrams that show how things work or develop, for example, how a lift lock works, a delta is formed, water is diverted for various uses, an oxbow lake is formed, or water is purified.

3. Fragile Environments

Desert, mountain, tundra, ocean, and wetland regions all possess similar liabilities. Each is an example of a fragile environment whose capability to sustain plant and animal life is vulnerable.

Students should be involved in the study of two such environments. The emphasis should be on changes that occur when the balances within a fragile environment are upset. Students should become familiar with ecological disruptions around the world; they should also become familiar with the problems created by those disruptions and the solutions that can be offered.

Attitudinal objectives. Students shall be provided with opportunities to:

– consider the rights of the individual when they are in conflict with the wishes of a group;

– appreciate the roles and responsibilities of individuals and groups in the global community in regard to the environment.

Knowledge objectives. Students shall be provided with opportunities to:

– understand what an ecosystem is, how it functions, and how its balance can be upset;

– learn how to use correctly terms related to temperature, such as the following:
a) monthly averages (very hot, hot, warm, cool, cold, very cold);
b) annual range (small, moderate, large, very large);

– learn how to use correctly terms related to precipitation, such as the following:
a) monthly averages (dry month, wet month, very wet month);
b) annual average (slight, small, adequate, large, very large);
c) distribution (summer maximum, winter maximum);

– examine the following for each of the fragile environments chosen for study:
a) the location and extent of the examples;
b) the names of countries or regions where the environment may be found;
c) characteristics that make it fragile;
d) relationships among temperature, precipitation, natural vegetation, and animal life;
e) terms closely associated with the ecosystem;
f) adaptations of typical plants and animals living there;
g) how human activities can upset the balance;
h) positive and negative examples of how people use this environment;
i) the effects, if any, on people living thousands of kilometres away should the environment be seriously damaged;
j) the opinions of people who are knowledgeable about this ecosystem.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– identify an issue related to the use of a fragile environment;

– use decision making as an organizer to explain the possible consequences of the human use of a fragile environment;

– retrieve information from sources organized in a systematic way; in the case of an encyclopedia, for example, these organizational features would include key words, volumes, an index, and cross-references;

– use an index, such as that for the *National Geographic*, to locate information on a topic;

– distinguish between information that is factual and that which is opinion;

– assess the usefulness of skills developed in the unit in the study of other areas or interests;

– present and defend a point of view on protecting a specific environment or species of plant or animal;

– write coherent notes or records, using short paragraphs and point-form outlines;

– interpret a model of an ecosystem to explain how its components interact.

Patterns in Human Geography

Policy and Planning Considerations

When planning or implementing this course, teachers shall refer to:

– Parts A and B of this guideline;

– the general introduction to this course provided in this document on pages 2–4;

– the major planning considerations provided in this document on pages 5–6.

Section A: Core Units

All of the following units are to be studied:

1. Patterns in Our Community
2. World Patterns in Human Geography
3. Manufacturing

Each unit should be allotted 20 to 30 per cent of the time available for the course.

1. Patterns in Our Community

No area can provide better examples of the many ways in which people interact with their environment than the one at hand. No environment provides more readily accessible opportunities to discover patterns or explanations of processes than the one in which students are living. Field-investigation skills are an essential part of geographic studies, and the topics suggested by the local region will provide a good framework for learning.

People can respond to their environment in three ways:

- They can adapt to it. For example, farmers plant crops suited to a particular environment, and the clothing we wear reflects the weather of the day.

- They can change it. For example, enclosed shopping malls provide a controlled environment, and sound barriers are built along some highways that pass through residential areas.

- They can move. For example, each winter many Canadians move to warmer places, and some industries and many families move to the suburbs of cities.

Why do people care about the natural environment? The answer to this question can be found in both the response of the forester dealing with trees infested with budworms and that of the tourist operator whose lake is becoming acidic. Why do people care about the built environment? Answers may come from the people of a community who dislike unkempt vacant lots, debris on the streets, and the rusting relics of automobiles or from those who are tired of noise and sign pollution in the community.

We need to understand how the environment affects us and how we affect it. In this unit students examine the community and the region to see how people affect the environment in both positive and negative ways. In the process they should consider who cares about the environment and who assumes responsibility for changes to it. As a result of examining an issue related to the immediate area, students may be moved to take action to create a better environment.

Attitudinal objectives. Students shall be provided with opportunities to:

- become aware of environmental concerns in the community;

- become aware of at least two different viewpoints on an environmental issue;

- become aware that each person has a set of values that he/she brings to a situation or issue;

- work with others towards solving a problem;

- make a commitment to the improvement of a local environment.

Knowledge objectives. Students shall be provided with opportunities to:

- examine the pattern of land use within 200 m of the boundaries of school property;

- consider how nearby land is used and the reasons why it is used in those ways;

- identify examples of the ways in which people in the local region have
  a) adapted to their environment, and
  b) changed their environment;

- investigate examples of cause-and-effect relationships in the local environment, for example, the reasons for and the results of the removal of sand, gravel, and building stone; the use of salt on roads; contour ploughing; the use of pesticides and herbicides; vegetation removal from slopes; the building of a dam on a river; the construction of hydro transmission lines; the setting aside of areas for recreation or conservation; a street pattern in a new subdivision; a community's expanding in area; the reduction of emissions by an industry; the recycling of some wastes by a community;

- identify local examples of environmental change that are seen as:
  a) positive in nature by most people;
  b) negative in nature by most people;
  c) positive by some people and negative by others;

- consider what they like about the environment of their community and what parts of it they feel should be improved;

- investigate how an individual or group can bring about change in a community.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– make a land-use map of the area within 200 m of all boundaries of the school property and label the broad categories of land use: residential, commercial, industrial, institutional, transportation;

– describe the patterns of land use revealed by the map and speculate about the reasons why things are located where they are (e.g., Is the pattern a result of chance? Of planning?);

– evaluate whether the location of the school is good in terms of criteria such as safety, accessibility, school activities, and community use;

– evaluate whether the land uses surrounding the school are good in terms of criteria such as appearance, convenience, social life, traffic flow, and social services;

– formulate suitable questions, focusing on changes to be made or a problem to be solved, for an inquiry into a local environmental issue;

– evaluate the usefulness of questions such as the following to the investigation of an issue:
a) What is the change to be made?
b) Why is the change being made?
c) Who cares about the outcome?
d) Who is involved in the decision?
e) Why are they involved? What do they stand to gain or lose?
f) What effect is the change likely to have on those living or working nearby?

– develop a visual organizer for gathering information to answer the question or questions;

– find useful sources of information relating to the task, such as maps, statistics, photographs, newspapers, and brochures distributed by municipal and provincial governments and by local industries;

– locate information from the immediate surroundings, using carefully planned procedures of observing, sampling, and counting, and, if possible, interviews with knowledgeable persons;

– retrieve information, using back issues of newspapers and magazines;

– identify and summarize the main ideas and the supporting ideas in the information gathered;

– describe relationships in the data;

– draw conclusions, supported by simple sketches and maps, about the ways in which people have adapted to or have changed the physical features of the region;

– write coherent records, using point-form outlines and short paragraphs;

– locate the local community within the context of features of human geography, including the following, as applicable: type of farming, forest use, energy sources, population density, time zone, telephone area code, mining (type of mine), transportation systems, places of employment, recreational opportunities, and postal area codes;

– use air photographs and topographical maps of the immediate region to find examples of changes to the landscape;

– follow a procedure to bring about an improvement in community or school life, for example, the curtailing of littering, by determining:
a) whether there is a problem;
b) who is affected;
c) what the cause is;
d) what steps could be taken in a campaign to correct the problem;
e) (after a period of time) whether the plan was successful;

– complete a bulletin-board display to illustrate conditions before and after changes to the environment have been made.

2. World Patterns in Human Geography

Patterns develop for many reasons. The search for patterns and the interpretation of them are important aspects of geography. The patterns not only provide answers to the questions "Where?" and "Why?" but also reduce the need for repetitive studies of similar conditions.

Atlas maps reveal many patterns in human geography, including those related to population distribution, the economy, living standards, the labour force, and religion. Other patterns may also be displayed on maps. For example, population characteristics may be shown by maps that illustrate birth and death rates or population density; living standards may be indicated by the socio-economic ranking of countries, literacy rates, food intake, or infant mortality.

Economic activities are the basis of other patterns. Nomadic herding, subsistence farming, rice farming, plantation farming, and ranching are types of agriculture that can be shown as distinct patterns on maps. So too can the transportation routes that bring crude oil, mineral products, forest products, and manufactures to world markets. The world's large cities form one of the clearest examples of pattern in human geography; this pattern can be seen on maps showing airline routes.

In this unit students should study global patterns such as the following:

- areas of low and high population density
- movements of major trade commodities
- locations of major cities
- nations where specific sports are played
- distributions of languages
- flows of travellers to vacation or religious destinations

The study of three patterns should be undertaken in the unit. One must be based on the locations of major cities of the world.

A typical study will lead students through a sequence such as the following:

- recognizing a pattern on a map
- tracing the pattern from one region of the world to another
- describing the pattern by means of simple maps or sketches
- discussing the reasons for the pattern
- finding evidence of the pattern on other maps, in photographs, or in written descriptions of the areas involved
- discussing the significance of the pattern

Attitudinal objectives. Students shall be provided with opportunities to:

- recognize that our culture is but one of many, each with its own customs, traditions, and values;
- recognize that the aspirations of most of the world's people are the same;
- consider the status of both women and men in a variety of cultures.

Knowledge objectives. Students shall be provided with opportunities to:

- examine several examples of patterns formed by features of human geography;
- learn the location and extent of these three patterns in human geography;
- understand the meanings of the terms *site* and *situation*;
- know the location of the three largest cities on each continent (excluding Antarctica);
- learn that large cities have grown:
  a) in river valleys;
  b) at the junction of land and water routes;
  c) at the head of navigation of rivers;
  d) at the end of barriers to land and water transportation routes;
  e) at the head of indentations in coastlines;
- investigate the reasons for the great differences among nations in aspects of human geography such as:
  a) the percentage of the labour force involved in agriculture;
  b) the daily food intake in calories per capita;
  c) the percentage of women in the labour force;
  d) life expectancy;

– study one of the maps used in the investigation of differences among nations to determine:
a) how the data might have been assembled;
b) the categories chosen by the map maker for the data;
c) the symbols used to show distribution patterns.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– describe a pattern of distribution, using a small map;

– use an appropriate type of inquiry, for example, one based on correlation or comparison, to account for the pattern;

– make accurate statements based on the information gathered to explain the pattern;

– discuss the limits of the conclusions reached in the study;

– develop an understanding of large numbers as expressed in statements such as the following:
a) The population of India is more than 730 000 000.
b) The population of Shanghai is more than 11 500 000.

– use cardinal and intercardinal (intermediate) directions to give locations;

– relate cardinal directions to parallels of latitude and meridians of longitude;

– glean specific information from distribution, political, and climate maps;

– draw sketch maps to highlight information obtained from map studies;

– interpret line, vertical-bar, divided-circle, horizontal-bar, and multiple-line graphs;

– examine pictures in a systematic way by looking at or for the following: the style of clothing, geographical features, the style of houses and other buildings, the action (What is going on? What occupations are seen?), the language used on signs, the level of technology, the influence of other cultures, similarities to other regions, and other features.

3. Manufacturing

Many products offered for sale in Ontario towns and cities are manufactured in Canada, but many others have been produced in other nations around the world. For example, the automobiles sold in the community may be products of a Canadian company or of companies in such foreign countries as South Korea, West Germany, Japan, Sweden, the Soviet Union, and the United States. Toys, audio-visual and computer equipment, bicycles, footwear, clothing, and cosmetics are other examples of the many goods that face keen international competition. Consumer decisions about such products strongly influence the well-being of Canadian industry and Canadian workers.

It is not possible to study all aspects of manufacturing in even one country within a single unit. Teachers will need to narrow their focus in choosing content. The first purpose of this unit, then, is to examine a single product of industry from another country to discover the patterns that emerge as the flows of raw materials and parts from sources to factories and of the product from factories to markets are traced. Any appropriate manufactured product could be studied, but some teachers may find it useful to choose one produced in Canada, or in one of the three countries mentioned in the next paragraph, to serve as a content base. The unit should help students to realize that they live in a global village and that decisions made halfway around the world, as well as those made in Canada, can affect them and their future.

A second purpose of the unit is to examine manufacturing within a specific environment to learn more about the people living there. Japan, Hong Kong, or Taiwan serve as the content base in this instance, since many manufactures from those countries compete with products made in Canada.

Attitudinal objectives. Students shall be provided with opportunities to:

– become aware of different opinions and feelings about the effects of imports on jobs;

– assess how important it is to "buy Canadian";

– role-play points of view in a conflict situation.

Knowledge objectives. Students shall be provided with opportunities to:

– identify a broad range of goods available in the community that were made in full or in part in a foreign country;

– identify examples of goods that are produced both in Canada and in other countries;

– learn the meaning of the following terms associated with the unit: resource, environment, secondary industry, exports, markets, locational factors, labour force, site, imports, capital;

– understand that the location of a manufacturing plant can affect the cost of production;

– examine for the country used in the sample study (in general terms) its distance and direction from the local community, latitudinal extent, area or size relative to that of Canada, landforms, climate (precipitation and temperature patterns), natural resources, typical imports and exports, and advantages or disadvantages of location in terms of manufacturing;

– study the following in terms of the manufactured item selected for study: the source(s) of raw materials, routes by which raw materials travel to the factory, process of manufacture, labour force (numbers, education, sex, etc.), reasons for the manufacturing country's ability to compete in world markets, world share of the commodity produced by this country, typical markets, route by which the product is brought to the local community, places in Canada that manufacture a similar product (if applicable);

– become familiar with the Canadian exports bought in return by Japan, Hong Kong, or Taiwan.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– develop a simple diagram to illustrate the manufacturing procedure of inputs, process, and outputs and illustrate the model by reference to a specific manufactured product, such as cloth, steel, or furniture;

– develop a simple model to illustrate the import-export process for a country; make comparisons with the process involved in operating a family budget; and illustrate the model of imports and exports using recent Canadian data;

– develop a simple model or diagram to show the exchange of products between two or more countries and illustrate the model with information on the pattern between Canada and the country chosen for study;

– develop an organizer that will identify and describe the advantages and disadvantages for manufacturing of the country chosen for study;

– locate basic economic data for the country selected for study, such as gross national product, agriculture as a percentage of GNP, industry as a percentage of GNP, and the percentage of the labour force involved in industry;

– locate the country selected for study on Asian or world maps that show major cultural patterns such as:
a) language spoken;
b) population characteristics (numbers, distribution, urban-to-rural ratio);
c) population characteristics as expressed in data such as population density, birth rate, and death rate;
d) living standards as expressed in data such as socio-economic ranking and literacy rates;
e) economic conditions as expressed in data such as per capita GNP, percentage of the labour force involved in industry, and percentage of women in the labour force;

– describe the relative location of the country studied with respect to its trading partners and competitors;

– write a series of statements that explain the success of the country studied as a manufacturing country;

– interpret maps that show the flow of commodities or people;

– construct or interpret vertical-bar, divided-circle, and compound-bar graphs;

– determine the rank order of the countries involved in the manufacture of a specific product;

– interpret a diagram showing the flow of raw materials or component parts in a manufacturing process.

Section B: Optional Units

Teachers are to choose one or two units from the following:

1. People in Transition

2. Movement: Migration and Mobility

3. Tourism

Each unit chosen should make up 15 to 30 per cent of the course.

1. People in Transition

The Arunta, Bedouins, Boros, Bushmen, Lapps, Maori, and Masai are among the world's groups who are undergoing major changes in lifestyle and forms of employment. They are examples of people who face the disruption and confusion brought about by change. They are people in transition. In this unit students should study one or more of such groups.

A typical study should clearly differentiate between a way of life that existed in the past and one that exists today. While the unit sets out to provide students with insights into how people in another part of the world live, studies should not be based on the unusual and quaint. It should also not be suggested that the adoption of Western ways will necessarily improve the lives of the people affected.

The unit should focus on a search for cause-and-effect relationships, the development of hypotheses, and the reaching of conclusions supported by valid evidence about how people adapt to new cultures and environments. By recognizing cultural differences and appreciating the achievements of others, students should become more aware of themselves and the specific attributes of their own culture.

This unit may include a study of the changing way of life of one of Canada's Native peoples, such as the Cree.

Attitudinal objectives. Students shall be provided with opportunities to:

– appreciate cultures that differ from their own;

– recognize the positive aspects of a culture living in harmony with its environment and the difficulties that often arise when cultures undergo change.

Knowledge objectives. Students shall be provided with opportunities to:

– understand the meaning of the following terms associated with the study: assimilation, segregation, integration, nomadic;

– learn how to use correctly the following terms related to *temperature*: monthly averages (very hot, hot, warm, cool, cold, very cold) and annual range (small, moderate, large, very large);

– learn how to use correctly the following terms related to *precipitation*: monthly averages (dry month, wet month, very wet month), annual averages (slight, small, adequate, large, very large), and distribution (summer maximum, winter maximum);

– identify a number of regions of the world where indigenous people are in transition;

– examine, for the country or region used in the sample study (and in general terms), characteristics such as the following:
a) distance and direction from the local community;
b) latitudinal extent;
c) area or size relative to that of Canada;
d) significant landforms;
e) climate (precipitation and temperature patterns);
f) population (numbers, distribution, urban-to-rural ratio);
g) population characteristics as expressed in data such as population density, birth rate, and death rate;
h) living standards as expressed in data such as socio-economic ranking and literacy rates;
i) economic conditions as expressed in data such as the per capita gross national product, percentage of the labour force involved in industry, and percentage of the labour force involved in agriculture;

– examine, with regard to the people selected for the study, characteristics such as the following:
a) the country or countries in which they live;
b) the percentage of the total population that they represent;
c) the languages of the country;
d) comparisons of the country's people as a whole in terms of wealth, sources of income, and opportunities;
e) some of the following aspects of their way of life: cultural characteristics, level of technology, means of earning a living (sources of income), social organizations (the family and the community);

– consider how the people have adapted to their environment;

– understand the reasons why the people are in transition and the changes they are facing;

– become aware of the steps, if any, that are being taken to assist the people in making a successful transition to a new way of living.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– generate a list of questions related to situations faced by indigenous peoples and select the "best" questions for study;

– use an appropriate type of organizer, such as a comparison or decision-making organizer;

– retrieve information by using the following library resources: the card catalogue, periodical indexes, and vertical files;

– select pictures, maps, diagrams, and opinions for specific purposes and relate the information obtained to the focus and organizer;

– distinguish between fact and opinion in information;

– draw conclusions based on observations and supply evidence to support the conclusions;

– write explanations of the points of view on a topic;

– orient a map to a globe and a map to another map;

– locate places on a map using the latitude and longitude grid system;

– use a variety of maps, especially the types that appear in newspapers and magazines;

– use a circle calendar to relate human activities to climatic conditions throughout the year.

2. Movement: Migration and Mobility

The movement of people from place to place on the earth's surface has been taking place for centuries. This unit examines some of the reasons for and the results of such movements.

Migration refers to the movement of people from one part of the world to another. These movements may be over short or long distances; they may be temporary or permanent and voluntary or forced. In recent years millions of people have found new homes. Many emigrants have been able to move to places that they perceived to provide more opportunities. Others have merely traded one bad situation for another.

Mobility refers to the ease of movement from one place to another. For example, mobility is said to be good if traffic is flowing freely, if public-transit systems can handle all of the people who wish to use them, if there are adequate parking facilities, and if costs are reasonable. Commuting to school or work may be a time-consuming task in one place and relatively easy in another. At the international level mobility is said to be good if there is ease of movement among countries.

Much human movement may be motivated by economic need. For example, in the fishing industry boats follow the fish and move from one area to another, sometimes thousands of kilometres from their home ports. Nomadic herders repeat the same journey each year as they seek better pasture for their animals. Migrant workers follow somewhat similar journeys as they move northward in Europe and North America to harvest fruits and vegetables.

Students should be involved in two sample studies. One should deal with migration and the other with mobility.

Canada should be excluded from any studies of migration, because it is covered in other geography courses. Tourism, because it is treated in a separate unit of this course, is also excluded from this unit.

Attitudinal objectives. Students shall be provided with opportunities to:

– appreciate what is familiar and stable in their lives;

– appreciate the difficulties in adapting to a new environment;

– have empathy and concern for new students in the school.

Knowledge objectives. Students shall be provided with opportunities to:

– learn the meanings of the following terms associated with the unit: migration, immigration, mobility, refugee, emigration, movement, push and pull factors, exile;

– examine the following in the sample studies under the theme of migration:
a) the reasons for a variety of recent migrations, both voluntary and forced;
b) examples of mass movements (including countries and numbers of people involved, specific reasons for the migrations, and route(s) of movement);
c) comparisons of the old and new countries in terms of opportunities, climate, culture, language, and religion;
d) examples that show a variety of reasons why people move or travel on a temporary or seasonal basis (e.g., work is available in a certain area, grass is available at a higher altitude or latitude, fish are abundant in certain regions);
e) some of the hindrances to free movement;

– examine the following in the sample studies under the theme of mobility:
a) examples of "good" mobility and "poor" mobility at both local and international levels;
b) examples of occupations where mobility is highly important;
c) the way in which mobility in a community differs according to the time of day;
d) how technology has improved mobility in a community or reduced the need for movement;
e) changes that should be made to improve traffic flow;
f) the most effective mode and route for moving goods from one part of a community to another;
g) heavily and lightly travelled routes to work, school, and other locations within the community;
h) advantages and disadvantages of using public transit rather than private automobiles in commuting.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– identify factors that affect their own mobility, compare the factors with those they will encounter in adult life, and suggest reasons why they or their families might choose to migrate at some time in their lives;

– using magazine or newspaper articles, identify and explain a current example of migration in the world outside Canada and describe the intent of the migration (temporary or permanent) and the motivation (push and pull factors);

– speculate on or role-play the reactions of immigrants to a variety of circumstances (e.g., language, foods, customs, money) in their new surroundings and, where possible, relate their personal experiences to the experiences of immigrants;

– assess the community or neighbourhood in which they live in terms of attitudes towards newcomers;

– develop an inquiry into the ways in which technological change has affected the movement of people and goods in the world over the last fifty years; use an appropriate organizer, such as a time line, to show the effects of changes on the time needed to travel or move goods a certain distance; and find examples of air, land, and water transportation to illustrate their inquiry;

– develop an inquiry into the ways in which the movement of information over the last fifty years has been affected by changes in technology;

– find useful sources of information (e.g., government, international agencies, specific books related to the topic);

– retrieve information using periodical indexes, vertical files, and microfilm-storage systems for newspapers and magazines;

– summarize information in their own words;

– write explanations of the relationships they find in their studies;

– inquire into the reasons for large-scale movements such as the following:
a) In 1971–72 ten million refugees fled Bangladesh.
b) Trawlers from Spain travel more than 5000 km to fish off the coast of Newfoundland.

– complete a statistical chart to bring together information on a number of movements or migrations;

– select the best mode for communicating information about relationships and volume or quantity.

3. Tourism

Students in Ontario schools are among the increasing number of visitors to places as different as Caribbean beaches and Alaskan glaciers. Advertisements show cruise ships, hotels, sights, opportunities for shopping, and leisure activities. Tourism is the life blood of many regions of the world, providing a significant or the chief source of revenue for the people who welcome the visitors.

This unit should provide students with opportunities to investigate individual destinations of their choosing within the Caribbean tourist region. Such investigations can have practical applications for students and their families. In addition, students should learn something of the physical features, peoples, and cultures of the Caribbean basin.

Attitudinal objectives. Students shall be provided with opportunities to:

– become aware of the significance of attitudes and values in decision making;

– appreciate the effects of tourism on the values and way of life of people in other cultures.

Knowledge objectives. Students shall be provided with opportunities to:

– consider reasons why specific locations attract large numbers of visitors;

– learn the meaning of terms such as the following used in tourist promotion literature: package deal, single-destination resort, surcharges, proof of citizenship, visa, guaranteed departures;

– learn how to obtain the documents required for travel to a Caribbean destination;

– learn how to plan a vacation, taking into account restrictions on time and money;

– examine in general terms the following in regard to the Caribbean: languages spoken; landforms and climate; and information about the people who live there as expressed in maps about the economy, labour force, living standards, and links with Canada;

– identify at least two tourist regions in the Caribbean and one or more specific destinations within each region;

– learn, for each of the regions, the routes followed to reach the resort, its attraction for tourists, the best time to visit the resort, and the currency required (noting its value in relation to the Canadian dollar);

– understand some of the effects of tourism on the people who live in the places studied;

– learn how a tourist at a resort could be reached by someone from home.

Skills objectives. Students shall be provided with an appropriate selection from the following skills objectives. Depending on the skills selected, students shall be provided with opportunities to:

– identify the series of steps involved in planning a visit to a foreign destination;

– develop a chart that shows the sequence of steps and describes the routines necessary to complete each of the steps;

– diagram a computer program that will instruct someone in how to plan a trip;

– organize a chart that compares two or more alternatives for a vacation in a foreign country and develop a list of criteria for comparing various locations;

– discuss the importance of personal attitudes and preferences in deciding on the nature of a vacation, identify criteria that would be personally significant, and compare their personal preferences with those of an adult member of the family;

– with teacher assistance, develop an organizer for use in the following decision-making exercise: Students individually research vacation destinations, then, working in groups of three to five, discuss and reach a consensus on the best destination. The criterion should be that the place chosen should offer the greatest opportunity for learning about other people and cultures;

– obtain information from tourist literature, from government sources, and from books published for the traveller;

– use a periodical index to locate information on a topic;

– distinguish between information that is factual and that which is opinion;

– determine the appropriateness of the method and materials they used to reach their conclusions;

– speak coherently and correctly, while keeping to the point, about the topic under study;

– consider the importance of the relative location of places within a larger framework (e.g., the hotel to the beach, the hotel to shopping areas);

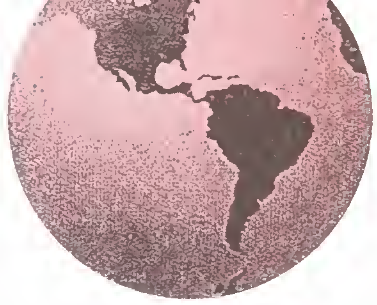
– use photographs, maps, and climatic statistics in a graphic format as primary sources of information for the tourist;

– examine pictures in a systematic way by looking at or for the following: the style of clothing, geographic features of the region, the style of houses and other buildings, the action (What is going on? What occupations are seen?), the languages used on signs, the level of technology, the influence of other regions, similarities to other regions, the roles of men and women, and other features;

– interpret the schedules they would need to use to plan a trip to a Caribbean destination;

– prepare a fact sheet for others, describing appropriate behaviour for a tourist visiting the location investigated.

THE GEOGRAPHY PROGRAM IN GRADES 9 AND 10



Introduction

All teachers of Grade 9 and 10 classes should refer to page 2 of this document. The policy statements and recommendations made there apply to the entire Intermediate Division. The following planning considerations apply only to the two credit courses in the Intermediate Division, Geography of Canada and Geography of Europe and Asia.

Major Planning Considerations

Reference should be made to Parts A and B of this guideline in the planning or implementing of courses developed from this document.

The sequence of the sections in the "Course Organization" chart for each course is to be taken only as a suggestion. Teachers may change the order of the sections, units, or objectives listed for each unit. Although the courses have been divided into sections and units, the intent is not to segregate topics of study. Thus, some teachers may wish to teach certain objectives that are listed for one unit by integrating them into the study of another unit.

Teaching-Learning Strategies

Parts A and B of this guideline provide teachers with considerable assistance in regard to strategies. Particular attention should be given to the section entitled "The Learning Process and Geographic Education" in Part A.

The development of effective teaching-learning strategies should begin with an understanding of the students in general and of their learning styles in particular. Every student has his or her own learning style and unique set of experiences. Successful teachers are sensitive to their students' needs, capabilities, and interests and provide a range of teaching-learning strategies to satisfy them. The cognitive-skills and the geographic-skills charts in Appendixes 2 and 3 of Part B include many suggestions for the development of teaching-learning strategies.

There are few if any techniques in any subject that have as high a motivational value as field studies. The subject comes to life when students have the opportunity to study "live" environments.

The use of field studies in the Geography of Canada course has considerable potential. In the Geography of Europe and Asia course the study of the features of a nearby river or stream or a visit to a local factory can help make the study of rivers or factories in far-off lands more understandable and relevant.

Field studies may be carried out in a great variety of ways. The entire class, small groups, or individuals may be involved on separate occasions in observing and recording conditions in the local environment and then reporting their findings back to the class or teacher.

Student Readiness

All teachers of geography classes in Grade 9 or 10 should be familiar with the courses that their students studied in Grades 7 and 8. A knowledge of those courses, and of Part B of this guideline, will assist teachers to plan their courses, building on the attitudes, knowledge, and skills that their students have already acquired. When planning either of the two geography credit courses in the Intermediate Division, teachers should also be aware of the number of students in the class who may have already taken the other course.

Attitudinal, Knowledge, and Skills Objectives

All courses shall include opportunities for students to develop those attitudinal objectives listed in the units studied. The minimal knowledge and skills objectives for the three levels of difficulty are indicated in the charts in the unit descriptions below by the letters B (for basic-level courses), G (for general-level courses), and A (for advanced-level courses). When the same objective is listed for all three levels of difficulty, it is expected that teachers will determine the emphasis, degree of sophistication, and teaching-learning strategies that are appropriate for their students for that objective. Depending on the abilities and needs of their students, teachers may wish to add other knowledge or skills objectives to those listed for any particular unit of the course.

All of the knowledge objectives outlined for each unit shall be included in courses developed from this guideline, but all of them need not be studied to the same degree. Teachers are at liberty to integrate specific knowledge objectives into units other than the ones for which they are listed.

The skills for each unit have been drawn from those listed in Appendixes 1, 2, and 3 in Part B of this guideline. They shall be included in courses developed from the guideline, but all of them need not be developed to the same degree. Although they are listed separately, the skills may be clustered within lessons or units and, of course, must be integrated with the attitudinal and knowledge objectives.

Although most of the geographic and inquiry skills may have been introduced in earlier grades, it will be necessary to review as well as extend them throughout this course. A great many of the skills objectives are not specific to the unit under which they are listed. Teachers may wish to introduce or reinforce such skills by integrating them into units other than the ones for which they are listed.

Student Assessment and Evaluation

When planning the assessment and evaluation procedures for this course, teachers should refer to pages 27–28 in Part A and pages 15–16 in Part B of this guideline. These pages provide useful information regarding formative and summative evaluation and the major principles on which sound evaluation strategies should be based. A variety of useful questions and techniques for assessment are also described.

A great variety of assessment instruments should be employed in courses developed from this document. Time and care must be taken to ensure that the appropriate weight is applied to each type of objective in the determination of students' final marks.

A formal examination, or examinations, shall be included in the evaluation of student achievement and form not more than 25 per cent of a student's final mark.

Geography of Canada (GCA)

Introduction

Canada is many things to many people. It is a diverse land with rolling plains, rugged mountains, extensive forests, broad rivers, and frozen tundra. It is a wilderness land where few people live, a land of incredible vastness and beauty. There is a rural Canada with ranches, farms, orchards, irrigated fields and greenhouses, and settlements along shores and highways or linked tenuously by bush road or airplane. There is also an urban Canada, generally made up of people of many different origins, languages, religions, and social customs. Finally, Canada is a land that offers countless opportunities to its people.

No geographical studies are more important to students than those based on their own country. Their futures are bound up in the destiny of Canada, and thus they have a high stake in its future. This course should not only give students opportunities to learn more about their land, it should also motivate them to consider their responsibilities to the country, and to take pride in being Canadians.

Some basic knowledge about our country is expected of each student. In planning their courses, teachers should attempt to provide students with a fundamental body of knowledge that will increase their understanding of current events and issues. Students should become aware of physical regions, political divisions, the locations of major cities, the importance of resources to specific regions of Canada, and other significant and relevant information about their country.

Course Objectives

Geography of Canada courses shall provide students with opportunities to:

- describe and account for the natural, human, and economic characteristics of their community;
- describe patterns of, and explain relationships between, physical environment and population distribution in Canada;
- describe and account for the rich diversity of Canada's physical and cultural landscapes;
- assess the nature and importance of natural resources in Canadian economic development;
- identify and evaluate trends in the use of Canadian resources;
- identify and explain economic and cultural relationships between Canada and other nations of the world;
- demonstrate an appropriate level of skill in applying the geographic and cognitive skills outlined in Part B of this guideline;
- use language and graphic forms effectively to communicate with others;
- continue to acquire a reasoned pride in their community, province, and country;
- revise or reaffirm their personal attitudes towards Canadian physical and cultural environments;
- become more receptive to, and tolerant of, the needs and aspirations of others.

Course Organization

Section	Description	Per Cent of Course
A. Canada Studies (core units)	All of the following units are to be studied for a minimum of 40 per cent of the time available for the course.	
1. Physical Diversity	This unit examines Canada's physical geographic base of landforms, climate, natural vegetation, and soils and explores the relationships between people and their environment.	10–20
2. Human Diversity	In this unit students have the opportunity to improve their understanding and appreciation of Canada's cultural diversity, as well as aspects of its demographic pattern.	10–20
3. Natural Resources	Through their study of this unit students should improve their understanding of Canada's natural resource base. A case study of one aspect of resource industries, selected by the teacher, is to be included in the unit.	10–20
B. The Built Environment (optional units)	A minimum of *three* of the following units are to be included in the course for a minimum of 40 per cent of the total time available.	
1. Canada at Work: Commerce and Industry	This unit examines the reasons why Canada ranks among the top industrial nations of the world. Attention is paid to commerce and industry, industrial location, the influence of government, and the many changes in Canada's economy over the past twenty-five years.	10–20
2. Urban Canada	This unit considers the effects of population concentration on, and the development of a distinctive way of life in, Canadian cities.	10–20
3. Transportation and Communications	This unit assesses the importance of connecting networks in a country as large as Canada.	10–20
4. Locality Studies	The emphasis in this unit is on the current use of space in the local community and the planning processes employed by communities.	10–20
C. Canada and the World (core unit)	This compulsory unit examines Canada as part of a global network, a country that is connected to many other countries for numerous reasons.	10–20

Policy and Planning Considerations

When planning and implementing this course, teachers must refer to:

- Parts A and B of this guideline;

- the major planning considerations outlined on pages 27–29 of this document.

Section A: Canada Studies (core units)

All of the following units are to be studied for a minimum of 40 per cent of the time available for the course.

1. Physical Diversity

This unit should help students to locate and visualize the major physiographic, climatic, natural-vegetation, and soil regions of Canada. For example, students should be encouraged to visualize accurately a region such as the Canadian Shield, with its spruce, pine, aspen, and birch trees; its lakes, rivers, and muskeg; its widely dispersed settlements linked by highways; its tourist areas; its black flies; its pulp-and-paper mills and mines; and its other features.

Observers such as artists, photographers, poets, folk singers, and authors all provide images of the Canadian landscape. Examples of their work can take students across Canada and to its northernmost limits. A careful selection of art, photographs, poetry, music, and anecdotes would be of considerable help in making the study of this unit pleasurable for students.

This unit provides an overview, rather than a systematic study, of the physical geography of Canada. The understandings and impressions students gain from it will give them a basis for a study of the way in which Canadians have responded to living in a country that has unique geographic qualities.

Attitudinal objectives. Students shall be provided with opportunities to:

- appreciate the diversity and grandeur of Canadian landscapes;

- become aware of what they like and what they do not like about the region in which they live;

- share their attitudes and feelings about Canadian landscapes.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	learn the significance of Canada's location in the world setting;
B G A	describe Canada's major physiographic regions and visualize the landforms associated with them;
B	understand the relationships among landforms, climate, and vegetation;
G A	understand the relationships among landforms, climate, vegetation, and soils;
B G A	examine the ways in which the components of the physical environment interact to create distinctive landscapes;
B G	recognize the importance of dividing the whole nation into smaller regions for study;
A	recognize the interactions among physical, cultural, political, and economic factors that help to define the boundaries of a region;
G A	learn the advantages and disadvantages of Canada's size and its northern location;
B G A	explain the pattern of population distribution in Canada;
G A	recognize the relationship between population patterns and physical geography;
B	relate the size and location of Ontario to those of other provinces and territories;
B	review the physical characteristics of the region in which the community is located.

Skills objectives. Students shall be provided with opportunities to:

B	examine a variety of questions on a topic relating to Canada's physical environment;
B	select the most significant question for an inquiry from the ones examined above;
G A	generate a list of questions on a topic dealing with Canada's physical environment;
B G A	select and develop an organizer for the study;
B	obtain information from a wide variety of maps, including thematic and symbolic maps;
G A	make comparisons by examining information from several maps;
G A	recognize a number of ways of showing land-surface elevations on a map (e.g., relief drawing, layer tinting, spot heights, contour lines, benchmarks);
B G A	summarize information in their own words;
G A	depict geographic information neatly and accurately on outline and sheet maps;
B	write descriptions of landscapes;
G A	write coherent records and notes, using point-form outlines and paragraphs.

2. Human Diversity

The physical diversity of Canada is matched by this country's human diversity. The marked differences in surface features, climate, vegetation, and soils from one region to another offered earlier generations of Canadians both opportunities and challenges. Some regions were more attractive than others, particularly in their capability to support large numbers of people. The resultant uneven distribution of population has long been a characteristic of Canada, as it is of most large countries in the world.

People from a variety of backgrounds have placed their imprint on the Canadian landscape and have enriched all Canadians. Observable differences stem not only from languages, religions, ethnic backgrounds, and customs, but also from ways of earning a living. While we often acquire our first impressions of a place from visual sources such as street signs, names on store fronts, the architecture of churches, and the presence of social clubs, it is the people themselves, with their languages, accents, dress, and customs, that most reflect previous backgrounds and give true character to a community.

Schools should consider a unit or an emphasis on Native peoples in this study of cultural diversity. The Native responses to the environment, the disruption of their ways of life after contact with Europeans, the gains they have made in recent years, and their aspirations should be understood by all Canadians.

Attitudinal objectives. Students shall be provided with opportunities to:

– value the diverse, dynamic, and changing cultures of Canada's Native peoples, the founding peoples, and subsequent immigrants, which have shaped the Canadian identity;

– recognize the contributions made by selected cultural groups;

– determine the value that differences in culture bring to Canada;

– explain the values and attitudes that underlie decisions made by Native peoples about their lives and their futures.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	recognize that Canada is a multicultural country made up of people with a variety of languages, religions, and customs;
B	G		learn the name and location of each of the provinces and territories;
	G	A	relate Ontario's size and population to Canada as a whole and to the other provinces and territories;
B	G	A	explain the pattern of population density across the country;
		A	examine the factors that produce the pattern of population density;
		A	examine the factors affecting a nation's population growth (births, deaths, immigration, and emigration);
B	G		investigate, in general terms, the pattern of ethnic diversity across Canada;
		A	investigate the reasons why major ethnic groups are unevenly distributed across Canada;
B			determine both the exact and relative locations of their homes and school in the local community;
B			determine the locations of a number of places in the community in terms of direction, distance, and travel time from the school;
	G		determine the location of the local community within Ontario, Canada, and the world;
	G	A	study the trends in population change in the local community;
B	G	A	recognize the place of Canada's Native peoples in Canada's cultural mosaic.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	formulate suitable questions for an inquiry into human diversity in Canada;
B	G		use time-sequence, correlation, and simple comparison organizers;
	G		use multiple causation, comparisons, simple ranking, and decision making with alternatives and criteria to organize studies;
		A	develop and use time sequence, multiple causation, comparisons, simple ranking, and decision making to organize studies;
B			secure information from a wide variety of graphs (e.g., line, multiple-line, horizontal-bar, vertical-bar, divided-circle);
	G	A	apply simple statistical-analysis tools (e.g., per capita, mean, median) to analyse a set of data;
B	G		draw simple maps, sketches, graphs, and charts;
		A	draw complex maps, sketches, graphs, and charts from large and complex maps or data bases;
B	G	A	evaluate recorded information;
B	G	A	synthesize and draw conclusions from recorded information;
	G	A	use a sequence of maps to show Canada's changing population patterns from Confederation to the present;
B	G	A	speak coherently and correctly about the topic of human diversity in Canada.

3. Natural Resources

This unit provides students with opportunities to increase their knowledge of Canada's resource base. Natural resources are materials that are valuable to people and that are found in or on the land or in the water. Examples include fish, forests, water, minerals, and fur-bearing animals. The increasing demand for these resources suggests the need for sound conservation and management practices.

Some natural resources are renewable and some are non-renewable. In the past it was Canada's fish, minerals, forests, and furs, together with fertile land, that attracted entrepreneurs and settlers. Today the development of these resources has become a complex undertaking, involving capital, technology, labour, transportation, and energy. A most important aspect of the geography of Canada is the relationship that exists between the environment and the people who depend on extractive resources for employment. The problems and concerns of Canadians who earn their livelihood through resource industries require study.

Because resources are usually considered to be the property of all the people, controversy can arise as people compete for natural resources or as one group reduces the value of or even destroys a resource needed by others. For example, there are differing views on the uses made of provincial parks, on modes of producing energy, on hunting methods, on fishing rights, and on resource ownership and development. Most Canadians agree that natural resources should be wisely used, with a view to the needs of future generations.

The variety and distribution of Canadian natural resources are so great that the teacher must be selective in choosing the content of and the approach to the unit. Teachers should consider one of the following approaches to developing students' understanding of the key issues in resource development:

– Students investigate one resource-based product in detail; for example, they study one mineral to discover where it is mined, processed, marketed, and consumed, as well as the competition it faces from other materials or sources of supply. A similar method can be used to follow a fur from trap to finished product, a fish from net to table, a tree from stump to a construction site, or a single product from farm or ranch to the marketplace.

– One natural resource is selected as a focus for study. If, for example, the use of land for agriculture is chosen, then one of the following is selected: market gardening, dairying, ranching, grain farming, specialized agriculture (e.g., fruit growing, potato farming, tobacco farming). Such a study will provide students with opportunities to learn about both agriculture and Canada, as the focus of the study changes from region to region.

– Students focus on a type of energy: its importance to Canadians, its major resources, modes of transportation, and any problems or concerns associated with its use.

– A regional-study approach, in which all natural resources found within a region are examined, can be used. A typical region might be all or part of a province, or it might include a number of provinces or territories (e.g., the Far North or Atlantic Canada).

– An issues approach can become the basis of study. In this case students select areas in which there is competition for the use and control of a natural resource.

While some studies may focus on a single natural resource, teachers should ensure that the information studied is related to the broader Canadian context.

Attitudinal objectives. Students shall be provided with opportunities to:

– appreciate how fortunate we are in Canada to have so many natural resources;

– respect, maintain, and enhance the environment;

– appreciate the emotional issues involved in the use of Canada's natural resources.

Knowledge objectives. Students shall be provided with opportunities to:

B G A describe examples of renewable and non-renewable natural resources;

B G A investigate the significance, in relative terms, of the various regions of Canada to the production of selected resources;

analyse events or circumstances that influence the viability of industries based on natural resources but over which these industries have little control, such as the following:

B G A a) sharp changes in the yield of a commodity or the price received for it;
B G A b) acid rain or snow;
G A c) the expansion of urban areas onto prime agricultural land;
A d) competition from other countries;
A e) changes in the value of the Canadian dollar relative to other currencies;

A examine current issues facing a resource-based product in Ontario (e.g., nickel, pulp and paper, tobacco);

B G A become fully aware of the reasons why Canadians should conserve natural resources;

B G — recognize the differing points of view held by various people and groups towards the use of such resources as wilderness areas, provincial parks, and arable land;

A — study the effects of change on a resource-based industry;

B G A — become aware of the range of job and career opportunities that are available in resource-based industries.

Skills objectives. Students shall be provided with opportunities to:

B G A — formulate suitable questions for an inquiry into natural resources and resource industries;

B G A — select and develop an organizer as a focus for the study;

B — use reference sources such as atlases and encyclopedias;

G A — use reference sources such as films, videotapes, and computer software;

G A — use various parts of a book (e.g., glossaries, appendixes, map lists, illustration lists) to locate information;

B G — interpret diagrams, such as flow charts, showing the stages in the processing of a natural resource;

B G A — observe relationships in the data, such as distribution patterns, flow sequence, time or chronology sequences, and cause-and-effect relationships;

B — write an explanation of the relationships found in cause-and-effect sequences and distribution patterns;

G — write an explanation of the conclusions reached in the comparison studies and the studies of cause-and-effect relationships;

A — write to persuade.

Section B: The Built Environment (optional units)

Any *three* or more of the following units are to be included in the course for a minimum of 40 per cent of the total time available.

1. Canada at Work: Commerce and Industry

Over the past half-century the Canadian economy has undergone a dramatic transformation. Although natural resources continue to be important, most Canadians are now engaged in the production of goods from those resources and in the provision of services to both industries and the population as a whole. This unit should provide students with an overview of the types of economic activities that generate wealth and provide jobs for Canadians today.

Students should begin by examining information that makes clear the changing structure of the Canadian economy. The information should raise questions about the trends that are evident and the implications for future employment. As one outcome students should become aware of potential careers for themselves and, in general, the educational qualifications required for them. As students are pursuing the objectives of the unit, they should be using the career opportunities and business sections of newspapers as sources of information.

Attitudinal objectives. Students shall be provided with opportunities to:

– appreciate the significance of economic competition for Canadian industries;

– evaluate "Buy Canadian" policies;

– become aware of the importance of economic factors to the national welfare and in their planning and preparation for a job or career.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	understand the differences among the primary, secondary, and tertiary sectors of the economy;
B G A	examine ways in which the job market has changed during the past twenty-five years and the changes expected in the next quarter-century;
G A	determine those sectors of the economy that are growing or declining;
	understand the influence of locational factors such as the following on the success of industries:
B G A	a) accessibility of resources;
B G A	b) energy supply;
B G A	c) transportation costs;
B G A	d) labour force;
B G A	e) availability of and need for capital;
B G A	f) accessibility to markets;
A	g) social and political factors;
B	determine the factors that account for the location of one or more specific manufacturing facilities;
G A	examine the factors that account for the location of two specific industries, such as automobile assembly or banking;
B	become aware of the proportion of Canada's manufacturing activity that is located in Ontario;
G	explain the importance of various regions of Canada in terms of manufacturing;
A	explain the importance of various regions of Canada in terms of manufacturing, retail sales, financial institutions, and publishing;
G A	become aware of the steps that governments have taken to direct new industries to Canada's slow-growth regions;
G A	examine the methods used by different communities to attract industries;
G A	learn of some of the innovations recently used in manufacturing to increase productivity;
A	understand the effects of times of boom and recession and of periods of labour unrest on industry and on the average Canadian.

Skills objectives. Students shall be provided with opportunities to:

B G A	develop an organizer for an inquiry into the location of one or more important Canadian industries;
G A	interpret maps that use graphs, text, or other means to show pattern;
B G A	determine characteristics such as landforms, weather, and natural vegetation for various locations on a map;
B G A	evaluate recorded information;
B	explain the concept of relative location of a place by such means as the street system and the distance and direction from known locations (landmarks);
G A	explain the importance of relative location to the industries studied;
B G A	communicate the product of the inquiry, determining the appropriateness of the type of communication to the audience, the data, and the time and resource constraints.

2. Urban Canada

Although the romantic view of Canada may consist of grain elevators, majestic mountains, picturesque villages, and sweeping tundra landscapes, the reality to more than three-quarters of all Canadians is a cityscape. Canada is best described as a nation of cities, with more and more Canadians living in "built" environments.

A hundred years ago fewer than 20 per cent of Canadians lived in cities. Those urban-dwellers were the storekeepers and business people who served the people living in the surrounding countryside. Today, almost one of every three Canadians lives in Montreal, Toronto, or Vancouver, with many more living in twenty other metropolitan areas with populations greater than 100 000. The services offered by these cities and the great influence they wield in their regions and throughout the nation as a whole have kept pace with their growth.

Rapid urban growth brings challenges and problems with it. As a community grows, it requires more space and more housing; there are more people to be moved, and more wastes to be removed. Many cities are handling these problems well.

Cities offer the people who live in them a distinctive way of life, as well as a place to work, to play, and to live. People also help to define the unique character of their cities.

Attitudinal objectives. Students shall be provided with opportunities to:

- recognize the interdependence among people within an urban area, between urban-dwellers and people living in rural areas, and among people in different urban centres;
- assess the advantages and disadvantages of rural, small-town, suburban, and city living;
- value the role of each individual citizen as a vital and important part of the fabric of urban life.

Knowledge objectives. Students shall be provided with opportunities to:

B G A understand the reasons why the populations of some communities grow while those of other communities decline or remain static;

B G A investigate the advantages and disadvantages of living in rural, small-town, suburban, and large-city settings;

examine the characteristics of one of Montreal, Toronto, or Vancouver, including:

- B G A a) its exact and relative locations;
- B G A b) its early history and initial functions;
- B G A c) its site and situation advantages;
- B G A d) its population compared to those of other cities;
- B G A e) its distinctive landforms;
- B G A f) its climate as compared to that of the students' community;
- B G A g) the transportation network that focuses on it;
- B G A h) the transportation network within it;
- B G A i) its relationships with other communities in its province in aspects such as government, educational, and medical facilities; recreation; shopping; entertainment; and places to visit;
- G A j) the effects or costs of climate extremes;
- G A k) the relationships between its size and its functions;
- A l) the change in its functions over time;
- A m) the growth in its urban area, including annexations;
- A n) its spheres of influence in its province and the country (e.g., publications, radio, television);
- A o) its average annual disposable income compared to that of other urban regions;
- A p) one current issue or problem and how it is being handled;

B G A learn the names, locations, and functions of a number of single-industry communities;

G A examine the characteristics of one single-industry community, including:

- a) its exact and relative location;
- b) its early history;
- c) its site and situation advantages;
- d) its climate as compared to that of the students' community;
- e) its rate of population growth;
- f) its major function and how that function is affected by economic changes in Canada;
- g) jobs associated with that function;
- h) the effects of the industry on the environment;

G A explain the factors affecting Canada's urban-to-rural population ratio;

B investigate examples of problems associated with urban sprawl;

A investigate examples of problems associated with urban growth, including the loss of farmland and the need for increased transportation and waste disposal;

G A identify ways in which planning improves communities.

Skills objectives. Students shall be provided with opportunities to:

	G	A	select and develop an organizer for the study of a major Canadian city;
B	G	A	summarize information in their own words and record it in terms of the organizer;
B	G	A	synthesize and draw conclusions from the information;
	G		apply a general rule to a specific case;
		A	apply a general rule to different cases;
B			find examples of references and footnotes and discuss their use.

3. Transportation and Communications
In a country with vast expanses and a population concentrated in scattered pockets within it, transportation and communications systems are vital. Huge distances, difficult terrain, and severe climate conditions present problems that must be overcome if people, products, and information are to move quickly and efficiently within Canada and to world destinations.

Canada's transportation network includes its waterways; its road, rail, and airline systems; and its pipelines. Each part of the network not only moves its share of goods but often competes with the other modes for business.

Canada's communications networks have been designed to overcome problems caused by distance, rugged landscape, and the isolation of many communities. The networks make it possible for Canadians to manage their economy, be entertained, stay informed, and keep in touch with each other.

Attitudinal objectives. Students shall be provided with opportunities to:

– recognize the communication difficulties created by distance;

– appreciate the contributions that transportation and communications networks make to the Canadian identity;

– recognize the consequences, for both individuals and communities, of the loss of these services.

Knowledge objectives. Students shall be provided with opportunities to:

B			investigate examples of the technologies used in transportation and communications;
	G	A	study the modes of transportation available to move goods within Canada;
	G	A	study the modes of communications available in Canada, including telex, radio, satellite, telephone, and computer networks;
		A	explain the factors that create a need for varied and efficient networks;
		A	understand the nature and functions of networks;
	G		consider the influence of terrain and distance on transportation and communication choices in Canada;

B	G	A	identify the types of challenges facing the people who construct and maintain Canada's transportation and communications systems;
B	G		explain the reasons why transportation and communications networks focus on cities such as Toronto;
		A	account for the locations of the main corridors and nodes in Canada's transportation network;
	G	A	examine in some detail the transportation of several major commodities, for example, prairie grain to world markets and British Columbia coal to Japan;
B	G	A	explain the need for time zones, postal codes, and telephone area codes;
B			identify some of the job opportunities in the transportation and communications industries.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	discuss the meaning of the information that they have read, observed, and heard;
B			determine distances on a map, using a graphic or linear scale;
	G	A	determine distance using representative fractions or ratios;
B	G		use a variety of maps that show networks and flows of information, money, energy, or goods;
B			use distance and time to describe relative location;
	G	A	relate longitude to time zones;
B			draw simple maps, sketches, graphs, and charts;
	G		draw complex maps, sketches, graphs, and charts;
		A	draw complex maps, sketches, graphs, and charts from large, complex maps or data bases.

4. Locality Studies

No region can provide more readily accessible opportunities for the discovery of patterns or the explanation of processes than the one in which students live. Locality studies are an important section of geography courses at a number of grade levels because the community and its region provide a basis for comparisons with unfamiliar environments.

Locality studies are integral components of geography courses offered in Grades 7 and 8, and the community may also have provided the content base for studies in the Primary and Junior Divisions. It is expected, therefore, that students will have gained some familiarity with the geography of the community. It should also be noted that this theme is investigated in several of the geography courses that follow. Even if not taught directly, information about the community should be integrated into the study of all geography units whenever appropriate.

Locality studies may take place at any time during the school year. Depending on their objectives, teachers may introduce this unit when weather conditions encourage out-of-classroom experiences, or when it might serve as a basis for comparison and contrast with less familiar regions of Canada. A teacher could usefully begin the unit early in the term and return to it at appropriate intervals. In any case, locality studies should illuminate principles and concepts that emerge from other studies in the course.

Locality studies should be current. Teachers should emphasize what is *good* in the community as well as that which detracts from it. Students living within the community now may spend the rest of their lives there. One of the most important aspects of the unit, then, is to expand their awareness of their community and to help them develop attitudes of pride and respect regarding it.

A worthwhile approach could be an inquiry into a proposed development within the community that will result in changes of land use. Examples might include downtown renovation, street widening, bridge building, the locating of a waste-disposal site, or the building of suburban plazas. Such studies are particularly valuable in developing students' inquiry and geographic skills and in helping them to realize the importance of attitudes and values in decision making. As noted earlier, past experiences will, to a great extent, determine the most appropriate topics for study.

Teachers will note that this is an optional unit. It may be that some communities are too small to provide new experiences for students and their time would be better spent on another unit of the course.

Attitudinal objectives. Students shall be provided with opportunities to:

– see the community from the perspective of persons such as the elderly, the disabled, and the volunteers trying to assist them;

– develop a pride in the community and a feeling of personal responsibility for the enhancement of its human and physical environment;

– work with others, understanding the need for rules and the necessity of observing them and taking part in making rules needed by the group for the successful completion of a task.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	review the characteristics of the local physical environment, including landforms, climate, and natural resources;
B G A	learn the characteristics of the people of the local community, including rates of population growth, age and sex ratios, and ethnic backgrounds;
G A	understand the location of the community in a political or government sense by township, county or district, and riding;
G A	study the major responsibilities of, and income sources for, the municipal government of the community;
B	identify examples of services provided by the local government;
B G	identify examples of services provided by non-governmental agencies in the community;
G A	examine current examples of conflicts in the community that involve such matters as land uses, transportation, and waste disposal;

G A investigate processes through which individual citizens can make known their views on an issue;

B G become aware of the local government agency responsible for land-use planning;

A understand the process that is used in the community to regulate land use;

B G A consider the long-term advantages of living in the local community;

B G A understand techniques by which people can gather information about their own community.

Skills objectives. Students shall be provided with opportunities to:

B secure information from a wide variety of maps, including thematic and symbolic maps;

G A make comparisons by examining information from several maps;

A develop a critical approach to maps by determining the best map for a specific purpose;

B G locate the same area on maps drawn at different scales;

B estimate distances by pacing;

B G draw sketch maps to highlight information found in field studies and from map studies;

G A gather information in the school or neighbourhood using well-planned interview techniques;

B G A become familiar with sources of geographic information, including books, maps, charts, dictionaries, current newspapers and magazines, films and videotapes, and computer software;

G A become familiar with sources of geographic information, including graphs and government documents and agencies;

A become familiar with sources of geographic information, including specialized reference sources such as almanacs, yearbooks, *Facts on File*, computer software, data bases, and a wide range of maps, in order to be able to select the most appropriate ones;

B G A use the basic inquiry model detailed in Appendix 2 in Part B of this guideline to investigate a local issue.

Section C: Canada and the World (core unit)

Canadians are linked closely to many other nations. In this section students investigate a number of the myriad links that Canada and Canadians have with other parts of the world. The connections may be cultural, humanitarian, economic, political, or military in nature. These ties give us both benefits and obligations.

Students should become aware of the types of connections that link Canada to a great number and variety of countries. Most Canadians are immigrants; some have arrived only recently. This gives the country strong ties to other countries on every continent except Antarctica. In addition, Canada is part of the well-developed world economy. This means not only important ties in the trading of goods but also ties in terms of capital. Billions of dollars from Canada are invested in countries as different as Saudi Arabia and Brazil, and, of course, other billions from countries as small as New Zealand and as large as the United States are invested in companies in Canada.

Canada is highly regarded throughout the world as a humanitarian country, and gifts from Canada in the form of aid link us to scores of nations, particularly those of the Commonwealth and the Francophone community. Our military ties link us to other North Atlantic countries through the North Atlantic Treaty Organization (NATO) and to the United States through the North American Air Defence Treaty. Because of NATO, Canadian armed forces have been stationed in Europe for several decades. Canada maintains embassies and consulates throughout the world, partly in response to the many international links that have been forged. Lastly, tourism is a significant link that opens Canada to the world and the world to Canada. Every year many millions of people visit Canada, and millions of Canadians go abroad. Taken altogether, the many links between the world's nations and Canada mean that Canada, though a separate nation, is also an important part of an international family of nations that influence and are influenced by each other.

Through studying this unit, students should develop a perspective on Canada's place in the international sphere. Through studying specific examples of several linkages in some detail, they should reach an understanding of how and why Canadians are so closely linked to the other nations and peoples of the world. Every day daily newspapers contain many articles about Canada's international relations. These should be used regularly lest students think that our global connections are only traditional, or decreasing, when, in reality, they are current and growing in number and importance.

Attitudinal objectives. Students shall be provided with opportunities to:

– evaluate aspects of their personal ethnic heritage, for example, the holidays celebrated, games played, origins of surnames and given names, songs, anecdotes, languages spoken, and traditional aspects of home life;

– recognize the ethical dilemmas associated with foreign aid;

– evaluate Canada's responsibility in closing the economic gap among nations;

– assess the value of maintaining the foreign-language capabilities of Canadians;

– become aware of points of view brought to trade negotiations by other nations.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	review Canada's location relative to other major countries;
B G A	investigate the contributions made by people from other countries to Canadian society;
B G A	explain the ways in which family ties provide links with other countries;
B G A	examine the role of such things as the following in enhancing Canada's links with the rest of the world:
B G A	a) cultural centres;
A	b) religion;
B G A	c) ethnic celebrations;
B G	d) clothing choices;
A	e) cultural influences;
B	f) athletic competitions;
B G A	g) tourism;
A	understand the traditions of Canada's membership in the Commonwealth;
G A	identify Canada's assistance to other countries in such areas as disaster relief, food aid, educational assistance, monetary donations and loans, and export credits through organizations such as CIDA as well as through non-governmental agencies;
A	study examples of Canada's commitment to other countries or organizations, such as NATO, in terms of assistance or membership;
A	consider the differences of opinion regarding Canadian assistance to foreign nations;
B G A	identify Canada's main trade partners;
A	examine examples of disagreements between Canada and other countries in areas such as fishing, trade restrictions, and migration;
A	investigate the differences of opinion regarding Canadian military ventures and ways of pursuing world peace;
G	become familiar with some examples of the influence of foreign economic activity in Canada;
G A	understand some of the political, cultural, economic, and environmental consequences of sharing a common border with a world superpower.

Skills objectives. Students shall be provided with opportunities to:

B G A	put information from a news item or an article into context by identifying such things as the location of the places named, the main points and supporting details, and the relationship between the contents and other information gained during the course;
B	retrieve information from selected parts of a newspaper;
G A	retrieve information from sources such as back copies of newspapers, yearbooks, almanacs, and other publications;
B	use an atlas gazetteer efficiently;
B	retrieve information from a variety of maps, newspapers, and magazines;
B	use tourist literature and transportation schedules;

B	G	A	determine whether information selected on a topic related to Canada's links with the world is fact or opinion;
	G	A	assess the reliability and relevance of specific sources of information;
B	G		explain the reasons for their personal opinion, using related evidence;
		A	develop a visual presentation of charts, graphs, and diagrams to show some aspect of Canada's links with other nations;
B			use the clues in photographs to determine relationships;
		A	debate a proposition related to the changing of Canada's role or relationships with other countries, such as free trade with the United States, increased immigration from other nations, and more assistance for nations in need;
		A	write descriptions of points of view on an issue held by two or more persons or groups.

Geography of Europe and Asia (GEA)

Introduction

In this course students examine physical and cultural characteristics in the world's largest land mass. Europe and Asia offer virtually unlimited possibilities for studies in geography. Home to more than three-quarters of the world's population, hearthlands of language and religion, and a former homeland to millions of Canadians, Europe and Asia provide students with opportunities to examine diversity and similarity at many scales and in many contexts.

The roots of the multicultural identity of Canada itself lie largely within Europe and Asia. Their work in this course must encourage students to respect themselves and others and recognize the importance of cultural identity in the societies studied.

Geographic studies provide methods of organizing large amounts of physical and cultural information into understandable frameworks. To be successful, a course based on Geography of Europe and Asia will require students to develop accurate, current images of other people, places, events, and ways of life.

Course Objectives

Geography of Europe and Asia courses shall provide students with opportunities to:

- increase their knowledge of the physical and cultural patterns found within the Eurasian land mass;
- describe and account for the extremes of population density found in Europe and Asia;
- account for the differences and similarities in the ways of life from one part of Eurasia to another;
- evaluate the importance of physical factors in the character of a region;
- describe and assess the positive and negative effects of human modifications of a variety of environments;
- relate issues and events in Europe and Asia to events in their own community;
- investigate the political, economic, and cultural interactions among the nations of Europe and Asia, and between those nations and Canada;
- interpret information presented in written, graphic, and statistical forms;
- demonstrate an appropriate degree of skill in applying the geographic- and cognitive-inquiry skills outlined in Part B of this guideline;
- become aware of their personal attitudes, biases, and assumptions about other peoples and their cultures;
- become aware of the effects of attitudes and values regarding the use of the earth's physical and human resources.

Course Organization

Section	Description	Per Cent of Course
A. The Land	This section examines a number of patterns of physical geography that combine to form the unique mosaic that is home to three-quarters of the world's people.	15–25
B. The People	This section examines criteria by which nations may be compared. Such criteria identify some of the information that can be used to examine economic and cultural patterns found within Eurasia.	15–25
C. Comparisons	Comparative studies provide students with opportunities to increase their awareness of geographic concepts and to become acquainted with ways in which people use, adapt, or alter their environments.	15–25
D. Change	In this section students consider the effects of change brought about by both nature and human activity.	15–25
E. Links and Barriers	In this section students consider the wide range of factors that join or separate the regions of Europe and Asia. They will also examine some of the ways in which Eurasia interacts with the rest of the world.	15–25

Policy and Planning Considerations

When planning or implementing courses developed from this outline, teachers must refer to:

- Parts A and B of this guideline;
- the general introduction to the Intermediate Division on page 2 of this document;
- the major planning considerations outlined for Grades 9 and 10 on pages 27–29 of this document.

Fractional Credits
A half-credit module may be developed from this course. One-half of that module must be derived from sections A and B and the remainder from one or two of the other sections.

Section A: The Land

Within Europe and Asia, mountain ranges, extensive plains and plateaus, river systems, delta lands, precipitation and temperature regimes, and natural vegetation and soil regions combine to form a complex mosaic. Within an area that extends northward beyond 80° N latitude, southward to 10° S latitude, and over 190 degrees of longitude, diversity is to be expected. Not only is the area great, but so too is the vertical distance – from areas that are below sea level to the peaks of the world's highest mountains.

This section of the course will help students to locate Europe and Asia, to see something of their immensity and diversity, and to develop perceptions of the significance of the physical environments to the people who live there. This is one of two sections that are designed to assist students to develop an overview of Europe and Asia. Much of the information gathered within this section will be useful as work in other parts of the course progresses.

Two regions that show great *contrasts in landforms* should be selected for study, for example, the North European Plain and the Plateau of Tibet. In addition, two regions with *differing climates*, such as Saudi Arabia and the Ganges Delta, or Siberia and the Mediterranean, should be chosen. The typical study will lead students through a sequence of activities in which they:

- identify a pattern of physical geography as outlined on a map;
- describe the pattern by means of a sketch map;
- explain the reasons for the pattern;
- suggest how the pattern has influenced human activity;
- examine other similar regions in Europe and Asia.

This unit requires students to make distinctions based on broad criteria. Useful sources of information will include small-scale maps, computer data bases, photographs, climate graphs, and satellite-derived images.

Attitudinal objectives. Students shall be provided with opportunities to:

- establish, to a reasonable degree, personal goals for their participation and achievement in the course;
- develop a respect for the forces of nature and the ways by which people try to cope with those forces.

Knowledge objectives. Students shall be provided with opportunities to:

B	G	A	learn the hemispheric locations of Europe and Asia;
B	G	A	know the locations of the major countries of Europe and Asia and the important surrounding bodies of water;
B	G	A	relate the position and size of Europe, Asia, and selected countries within those continents to Canada and the local region;
B	G	A	study the landform and climate patterns across Eurasia;
	G	A	study the vegetation patterns across Eurasia;
		A	study the soil patterns across Eurasia;
B	G	A	examine the factors accounting for the physical patterns;
B	G		understand the relationships between landforms and climate;
		A	understand the relationships among the physical patterns (climate, landforms, vegetation, soils).

Section B: The People

Skills objectives. Students shall be provided with opportunities to:

B G A	select and develop an organizer (topical outline) for a study of Europe and Asia;
B G A	become familiar with sources of geographic information, including books, maps, charts, dictionaries, current newspapers and magazines, films, and videotapes;
G	become familiar with sources of geographic information, including graphs, government documents and agencies, and computer software;
A	become familiar with sources of geographic information, including specialized reference sources such as almanacs, yearbooks, *Facts on File*, and data bases;
B G A	determine the appropriateness of the type of communication used to express the conclusion, keeping in mind the audience, data, and any time and resource constraints.

The diversity found in the physical geography of Europe and Asia is matched by the diversity of their people. Europe and Asia contain countries at both ends of the economic scale. There are countries whose populations enjoy all the advantages that natural environment and human inventiveness have been able to provide. Conversely, there are many nations in Eurasia in which individuals have little opportunity to meet even their basic needs.

Diversity is not limited to economic considerations. Language, religion, music, sports, and forms of government are only a few of the areas in which the diversity of the people from the various regions of Eurasia is reflected. Population studies point out where few people or many people live and where population growth has increased or slowed. The size of countries and their populations are further examples of Eurasia's diversity. In this case Andorra, Macau, and Monaco are at one end of the spectrum, while China, India, and the Soviet Union are at the other.

While diversity is evident in Europe and Asia, cultural, economic, technological, and political forces currently at work create varying degrees of similarities among nations and peoples. The so-called Westernizing influence is virtually everywhere, affecting everything from fashions and tastes in food to computerization and political aspirations. In addition, there are influences other than those of the West that have unifying effects on Europe and Asia. The Moslem religion, Japanese capital, and the widespread distribution of the Chinese people are only three examples of these influences.

This is the second of two sections designed to assist students to develop an overview of Europe and Asia. The purpose of this section is to provide students with opportunities to:

– gain an overview of the people of Eurasia;

– learn why some nations:
a) are richer or poorer than others;
b) are densely or sparsely populated;
c) have a high or low rate of literacy;
d) have a large or small percentage of their people living in urban centres.

Much of the information studied within this section will be useful as a basis for the studies in the other sections as the course progresses. As well, an *in-depth study* of one or two examples will give students opportunities to bring statistical data to life.

With appropriate teacher assistance, students might:

– identify characteristics that help to describe the human geography of a nation (e.g., birth rate, death rate, net population increase, population density, per capita income, predominant languages and religions, literacy rate, urban-to-rural population ratio, principal crops and manufactures, major imports and exports);

– gather statistical data in several categories for Canada and ten to fifteen countries of Europe and Asia;

– list questions about facets of the data that interest them and establish criteria to select the "best" ones to answer;

– use an appropriate organizer (e.g., comparison) as a focus for study;

– summarize the information found in a manner consistent with the organizer of the study;

– group the nations into several categories along a continuum from "least" to "most";

– locate and label the countries on a suitable map;

– identify nations that fit categories in common use, such as the following: Third World countries, densely populated countries, the Moslem world, developed countries, less developed countries, traditional societies, and Communist countries;

– draw tentative conclusions and make generalizations about the people of Europe and Asia based on the information gathered;

– test the conclusions within the in-depth studies selected and in other units as the year progresses.

Attitudinal objectives. Students shall be provided with opportunities to:

– recognize the contributions made to Canadian culture by people coming here from countries in Europe and Asia;

– develop positive attitudes towards themselves and others.

Knowledge objectives. Students shall be provided with opportunities to:

B G A	study the pattern of population distribution in Eurasia and the factors accounting for it;
B G A	study the pattern of population density in Eurasia and the factors producing this pattern;
B G	know the location of a reasonable number of Eurasia's major urban centres;
B G A	examine the factors accounting for population change;
G A	investigate the distribution of cultural groupings across Eurasia (e.g., by religion, by language);
B G A	consider the contributions of European and Asian societies to world culture, including those in the areas of language, religion, sports, architecture, food, customs, and music;
A	identify current cultural conflicts and their implications;
B G A	understand the factors accounting for varying standards of living;
G A	learn a number of objective measures that are used to compare levels of development among countries;
B G A	identify major blocs of nations organized for economic purposes;
G A	identify major blocs of nations organized for military purposes;
A	examine issues associated with refugees in Eurasia;
B G A	consider the challenges faced by immigrants to Canada from European and Asian countries.

Skills objectives. Students shall be provided with opportunities to:

B G A	select and develop an organizer for an inquiry on the human geography of Europe and Asia;
B	use maps that show patterns by means of colour, dots, and shading;
G A	interpret maps using graphs and text to show patterns.

Section C: Comparisons

Eurasia offers many possibilities for comparative studies, including the following: large cities (e.g., London and Calcutta); strategic locations (e.g., Singapore and Rotterdam); economic systems (e.g., in China and in Western Europe); river systems (e.g., the Rhine and the Mekong); population densities (e.g., that of Bangladesh and of any country in Europe); urban-to-rural population ratios (e.g., of Viet Nam and of Sweden); differences in rates of natural increase (e.g., in West Germany and in Thailand).

The process of seeking similarities and differences assists students to see how people have used similar opportunities and overcome limitations in differing ways. An examination of two nations will reveal that, while countries of Europe and Asia share many similarities, they also exhibit many differences. For example, Great Britain and Japan, with their insular positions, high population densities, manufacturing emphases, and maritime locations, show many common characteristics. At the same time, sharp contrasts can be drawn between their cultural traditions, their roles in world alliances, and the goods they produce. Comparative studies are also useful in the examination of patterns of livelihood. Students can discuss answers to questions such as the following:

– Why is rice the grain of Southeast Asia and wheat the grain of Europe?

– What characteristics of climate and landscape enable nations such as Spain, Italy, and Greece to produce olives, while many other countries produce none?

– How does the rhythm of farm work in a monsoon area compare with that in the Mediterranean region?

– How does communal living on a *kolkhoz* resemble communal living on a kibbutz? How does it differ?

– How is the manufacture of automobiles in Korea and Japan different from and similar to their manufacture in West Germany or Italy?

– What attractions bring tourists to Austria? To Thailand?

– Why are Singapore and Rotterdam considered to be in strategic locations?

In this section students should undertake *two or more* comparative studies. One study should be based on comparisons of two countries or regions; a second should be based on some aspect of the ways in which people earn a living. The comparisons should encourage students to inquire into questions such as the following: Why are there differences or similarities? How do the differences and similarities affect people living within the regions?

Attitudinal objectives. Students shall be provided with opportunities to:

– appreciate the problems and issues facing people in the developing countries of Europe and Asia;

– consider moral questions raised by inequalities among nations;

– develop positive attitudes towards working in groups for purposes of research and discussion.

Knowledge objectives. Students shall be provided with opportunities to:

B G A study the characteristics of two countries or regions through a comparison of aspects such as the following:
- a) their locations in Europe and Asia;
- b) their locations in relation to each other and to the local community;
- c) the advantages and disadvantages of their locations;
- d) their latitudinal and longitudinal extents;
- e) their major landforms;
- f) their temperature and precipitation patterns;
- g) the factors that influence their climates;
- h) their important natural resources;
- i) their types of industry;
- j) their trading partners and types of alliances with other countries;
- k) their economic structures;

B G A examine the ways by which people in two different countries in Europe and Asia earn a living, through a comparison study of aspects such as the following:

a) natural resource base;
b) process of production;
c) yearly routine (if applicable);
d) system of ownership;
e) major markets;
f) distribution patterns;
g) environmental problems related to economic activity;
h) other major problems (social, political, economic).

Skills objectives. Students shall be provided with opportunities to:

B G A select and develop an organizer for an inquiry;

B G use information-access tools such as the library catalogue and periodical indexes;

A use information-access tools such as periodical and newspaper indexes and data bases;

G interpret interrelationships among location, topography, climate, and their general influence on people;

B G A present information so that comparisons can be easily seen, using graphic forms such as distribution maps, circle calendars, percentage bar graphs, charts, profiles, sketch maps, statistical tables, and cartograms;

B G A use an atlas and its parts efficiently;

B G A use maps based on a variety of scales and projections to determine direction and distance;

B G A correlate information from two or more thematic maps.

Section D: Change

Change affects people, and people constantly effect change. In this unit students consider not only the causes of specific changes but also their scale and pace, the systems and processes used to bring them about, and the ways in which they affect the people living in a particular region. Their studies should provide students with opportunities to examine in detail change as it is taking place in *two or more of the following categories* at specific locations in Europe and Asia.

Natural change. While volcanic eruptions, earthquakes, and typhoons are dramatic examples of change, some changes are predictable. Land and sea breezes, the monsoons, tides, and seasons are expected to occur in reasonably well-defined, sequential patterns. The emphasis in these studies should be placed on the geographic reasons for the changes, the systems and processes at work, the scales of the changes, the steps people have taken to reduce the possibilities of damage, the reasons why people continue to live in disaster-prone regions, and the way in which expected changes influence the work cycle.

Technology and change. Similar or contrasting approaches to common problems can be examined. For example, some countries respond to the problem of too little land by terracing, while other countries drain swamps, move agriculture higher into mountain lands, reclaim land from the sea, or transfer water to where it is needed. Similar variations in the responses made by countries in other primary or in secondary industries could also be studied.

Social change. The movement of people to urban centres, changing rates of population increase, rising living standards, improvements in literacy, better control of disease and pests, and the provision of safe drinking water may not be headline news, but they are changes that affect hundreds of millions of people in Europe and Asia. Other dramatic social changes occur as telecommunication systems bring the outside world to traditional societies. The emphasis in these studies should be placed on the effects of change on people and societies.

Economic change. There are many examples of economic change affecting Europe and Asia: a country joins the European Economic Community; a new strain of rice is developed; import quotas are set; a rapid fluctuation in the price of a strategic product occurs; or increased competition results from the development of new sources of raw materials.

In any study students should become aware of why and how change takes place, the barriers to change, cause-and-effect relationships within the examples chosen, the multiplying effects of change, and the effects, both beneficial and harmful, of a change. Current events should give much of the direction for studies in this unit.

Attitudinal objectives. Students shall be provided with opportunities to:

- empathize with those people whose basic needs are not being met or who are caught up in change over which they have no control;
- develop a balanced attitude towards the processes of change;
- recognize that some negative effects of change can be reduced by planning.

Knowledge objectives. Students shall be provided with opportunities to:

B			study ways in which change in two of the categories described on pages 53–54 influences human activity in Europe and Asia through topics such as the following: the changes taking place; the dominant causes of the changes; the effects of the changes on human activity; and the ways used to counter negative changes;
	G		study ways in which change in two or more of the categories described on pages 53–54 influences human activity in Europe and Asia through topics such as the following: the types of change taking place; the important causes of the changes; barriers to change; the speed at which change is taking place; the social and economic effects of the changes; the ways used to counter negative changes;
		A	study ways in which change in two or more of the categories described on pages 53–54 influences human activity in Europe and Asia through topics such as the following: the scale of change taking place; the factors causing the change; the forces that encourage or discourage change in systems; the multiplying effects of change; the social, economic, political, and technical effects of change; planning for change;
		A	examine the techniques used to predict the nature and extent of change.

Skills objectives. Students shall be provided with opportunities to:

B	G	A	select and develop an organizer for an inquiry into change in Europe and Asia;
B	G	A	use reference sources such as atlases and encyclopedias;
	G	A	use reference sources such as films, videotapes, and computer software;
B			secure information from charts and tables;
	G	A	apply simple statistical-analysis tools such as per capita, mean, and median to help them analyse a set of data;
B	G	A	speak coherently and correctly about the topic under study.

Section E: Links and Barriers

In this section students have two tasks. They are asked first to examine some of the links that tie the regions of Europe and Asia together and to the rest of the world. Their second task is to consider some of the barriers that keep countries apart. These links or barriers may be cultural, humanitarian, economic, political, or military in nature.

In the units that may be organized under this title students are encouraged to study Europe and Asia as a whole, analysing the connections or barriers among the various landscapes and cultures that make up the two continents and then extending the scope to include Canada and other selected countries. A wide range of content examples should form the basis of study of this theme.

Transportation has been described as the "essential link" in the world economy. This concept might be explored through an investigation of raw materials such as petroleum. Students could examine areas of production in Eurasia, transportation systems and routes, and the competition that exists in world petroleum markets today. An examination of transportation routes will show the emergence of superports such as Rotterdam-Europort, international airports such as those in London and Frankfurt, the development of rapid-transit railways in Japan, and the introduction of the supersonic Anglo-French aircraft for rapid long-distance flights.

Economic decisions can create strong links or equally strong barriers. The European Economic Community and the Organization of Petroleum Exporting Countries are two organizations whose decisions are felt worldwide. These decisions determine, in some measure, the price that North Americans pay for gasoline; whether Canadian agricultural, mineral, and forest products can be sold at a fair price; or whether Canada can hold its share of the highly competitive world market.

Military alliances are another factor that brings the countries of Eurasia together or places them in opposing blocs. Canada is situated geographically between two superpowers, the Soviet Union and the United States. This middle position, along with many other factors, has encouraged Canada to seek security within a larger community of nations, the North Atlantic Treaty Organization. The Warsaw Pact has brought about an alliance among seven Communist countries, primarily because of their geographical location, but also for many other reasons.

The movement of people for economic, political, and social reasons has been a feature of Europe and Asia for generations, both within the continents and beyond them. As a result some of the strongest links that Eurasian countries have with Canada and other countries around the world are strong family or cultural ties. These links are kept alive through the visits of Canadians to their homelands, and through family associations, religious institutions, and social groups. The flow of refugees to Canada provides examples of how people may scale the barriers that migrants often have to overcome.

It is clear that lifestyles, fashion, music, architecture, art forms, economies, and political and social aspirations are increasingly shared by people from many nations. Environmental problems too are shared. Acid rain, radiation, and oil spills have no respect for international borders.

Students should spend some time on speculative topics related to the unit, such as the following:

- the future role of China or Japan in world affairs
- areas of political unrest and conflict
- Eurasia in the year 2000
- how ideas will be spread throughout the international community in the future

From the several directions that the theme of this section might take, students should undertake at least *two studies*. One of the studies should investigate links or barriers between Canada and selected areas of Eurasia.

Attitudinal objectives. Students shall be provided with opportunities to:

- recognize the degree of interdependence in the world economy;
- appreciate the various points of view reflected in military alliances, trade agreements, and humanitarian ventures;
- consider whether it is important when shopping to "buy Canadian";
- recognize that our culture is but one of many, each with its traditions and values, and that we tend to view other cultures through our own.

Knowledge objectives. Students shall be provided with opportunities to:

- B G A identify factors that serve to create links and barriers within Europe and Asia and between these continents and the rest of the world;
- B G A identify factors that serve to create links and barriers between Eurasia and Canada;
- B G A examine the pattern of transportation routes in Eurasia, including focal points;
- G A explain the conditions that lead to certain places becoming transportation focal points;
- G A study communications links within, to, and from Eurasia and the effects that changing technologies have on these links;
- B study travel connections from the local community to Europe and Asia, including the methods, routes, costs, and times involved;
- B G A identify examples of the flow of commodities such as petroleum, wheat, iron ore, and automobiles within, to, and from regions of Eurasia;
- B G A examine the nature and importance of Canadian trade ties to Europe and Asia;
- B G A learn the purpose, functions, and significance of economic organizations such as the European Economic Community and the Organization of Petroleum Exporting Countries;
- G A learn the purpose, functions, and significance of military alliances such as the North Atlantic Treaty Organization and the Warsaw Pact;
- B G A become aware of migrations within, to, and from Eurasia;
- A understand the implications of labour migrations within Europe and Asia;
- B G A identify environmental problems shared by Canadians and the people of Europe and Asia, including acid rain and nuclear disaster;
- G A study areas within the continents where conflicts are occurring;
- G A examine the effects on Canadians of conflicts in Europe and Asia.

Skills objectives. Students shall be provided with opportunities to:

- B G A select and develop an organizer for a study of the links and barriers of Europe and Asia;
- B draw sketch maps to highlight information derived from map studies;
- G A depict geographic information neatly and accurately on outline and other types of maps;
- B G A explain their own opinions, substantiating them with relevant evidence.

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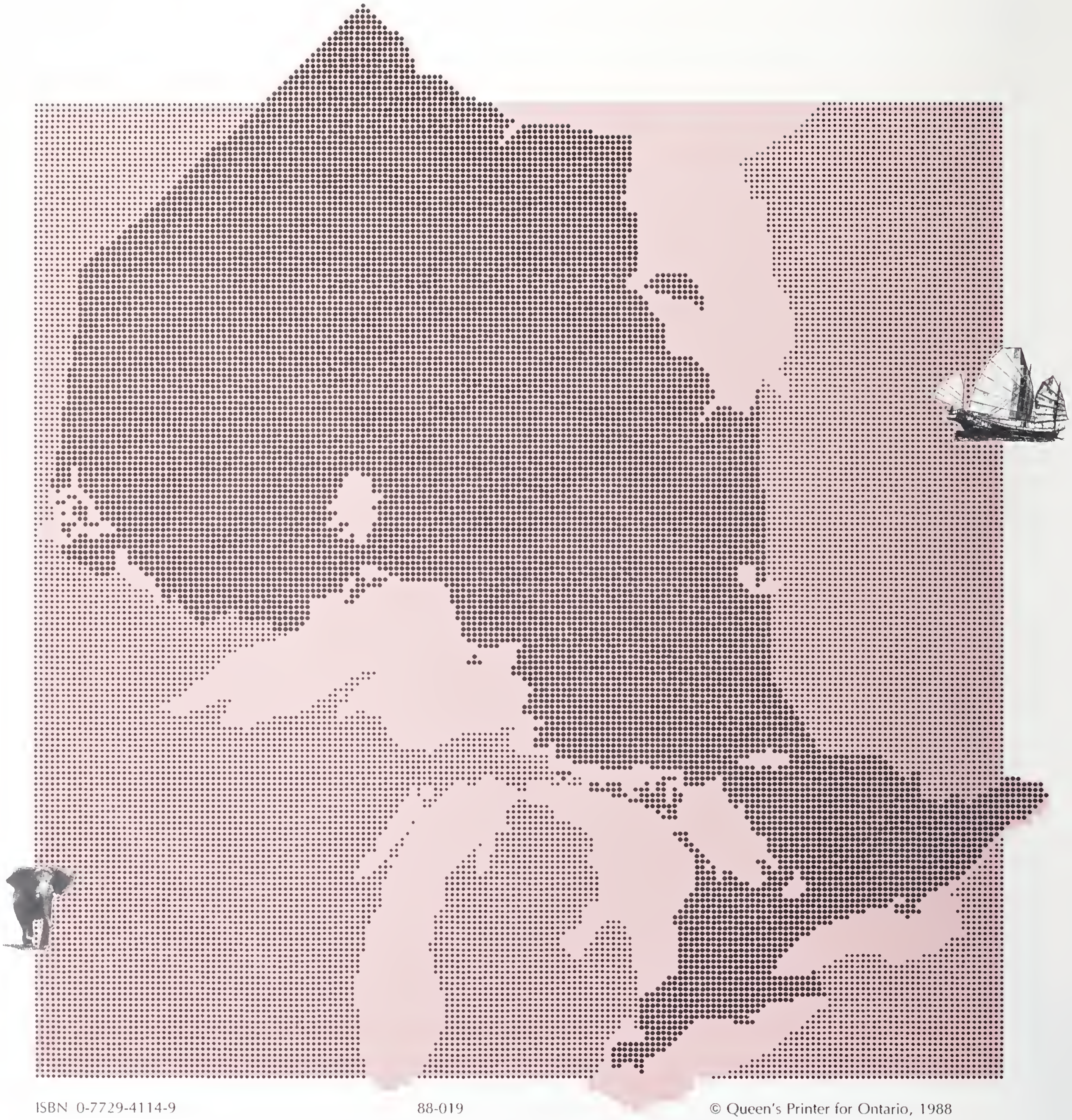
GEOGRAPHY



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